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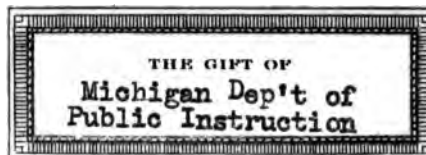
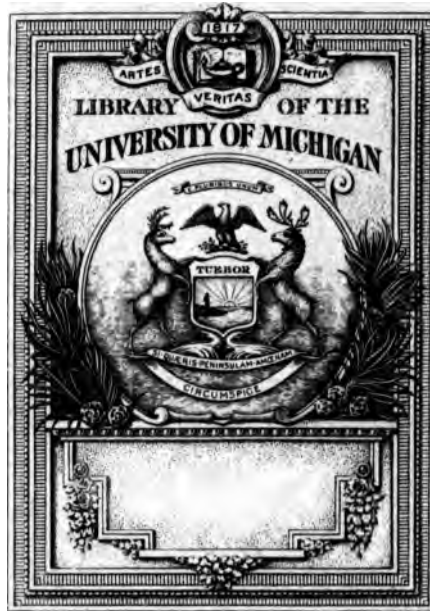
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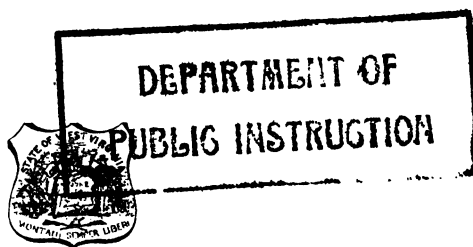


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EIGHTH ANNUAL REPORT
OF THE
GENERAL SUPERINTENDENT
OF
PUBLIC SCHOOLS,
OF THE
STATE OF WEST VIRGINIA, *Dept. of
free school*
FOR THE YEAR 1871.



CHARLESTON:
HENRY S. WALKER, PUBLIC PRINTER.

1872.



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GIFT
MICHIGAN DEPT. OF
PUBLIC INSTRUCTION
JUN 20 '35

STATE OF WEST VIRGINIA,

DEPARTMENT OF FREE SCHOOLS,

CHARLESTON, January 16, 1872.

*To the President of the Senate, and Speaker of the House of Delegates
of West Virginia:*

GENTLEMEN—In compliance with the law, I have the honor here
with to transmit to the bodies over which you preside, the Eighth An
nual Report from this department of the condition of the Free
Schools within the State.

I am, very respectfully,

Your Obedient Servant,

C. S. LEWIS,

General Superintendent of Free Schools.

EIGHTH ANNUAL REPORT

OF THE

GENERAL SUPERINTENDENT OF FREE SCHOOLS.

STATE OF WEST VIRGINIA,
DEPARTMENT OF FREE SCHOOLS,

January 16, 1872.

To the Legislature of the State of West Virginia:

GENTLEMEN: This is the eighth annual report from this Department. And although the officers of some of the counties have failed to report, and the reports from others are incomplete, the statistical tables and other information herewith presented are gratifying in their results; they illustrate the wisdom of our State policy on the subject of free school education, recommend its continuance, and presage its ultimate triumph. There are fifty-four counties in the State, and the city of Wheeling has a separate school organization. From the city of Wheeling and five counties only, have full statistical reports been made to this department for the school year ending 31st August, 1871. From twenty-one the reports received were incomplete in several important particulars, and from the residue they were very deficient. Therefore the general summary here given only approximates, and in each particular falls below, the actual results.

The number of townships in the State is.....	327
School Districts.....	2,667
Township School Commissioners.....	981
School District Trustees.....	7,701
City and County Superintendents.....	55
Whole number of Teachers examined.....	2,506
Whole number of Teachers employed.....	2,084
Male Teachers	1,050
Female Teachers.....	612

Number of months taught during the year :

By Male Teachers.....	7,721.75
By Female teachers.....	2,538.28
Total.....	10,260.03
Average number of months taught.....	3.84
General average salaries of teachers.....	\$32.69
" " " male teachers.....	34.95
" " " female teachers.....	32.15
Children in the State between the ages of 6 and 21 years.....	166,749
Attended school during the year.....	76,599
General average attendance.....	51,336
Average attendance of males.....	28,758
Average attendance of females.....	22,578
General average age of pupils.....	11.52
Average age of males.....	11.85
Average age of females.....	11.30
Whole number of Schools.....	2,323
Common Schools.....	2,272
Graded Schools.....	48
High Schools.....	3
Whole number of School Houses.....	2,059
Frame.....	1,127
Log.....	859
Brick.....	63
Stone.....	10
Number built during the year.....	151
Commenced, but not completed.....	112
Value of school grounds.....	\$ 91,424 28
School Houses.....	973,293 08
Furniture.....	42,806 40
Libraries.....	1,214 40
Apparatus.....	4,788 10
Total value of school property.....	1,113,326 26

The defective character of the reports made to this department is here fully illustrated.

The total value of School property, as reported for the year ending August 31, 1870,	
was	\$1,057,437 94
Since that time there has been added for the purchase of School grounds.....	19,457 54
For building houses.....	173,392 24
For repairs.....	9,774 41
For furniture.....	5,338 35
Apparatus.....	1,274 60

Taking the amount reported for the year 1870 as a basis, which, no doubt, is far below the actual value, the total value of school property in the State would be..... \$1,266,711 08

Receipts for the year ending August 31, 1871, compared with those for the year ending August 31, 1870.

From State School fund for the year 1871.....	\$212,711 38
From same source for the year 1870.....	118,518 70
Increase.....	94,192 68
From township levies for the year 1871.....	384,100 69
From same source for the year 1870.....	298,276 61
Increase.....	85,823 98

From other sources for the year 1871.....	\$ 25,258.47
“ “ “ “ “ 1870.....	43,235.82
Decrease.....	17,978.35
Total receipts for the year 1871.....	632,069.44
“ “ “ “ “ 1870.....	460,031.13
Total increase.....	172,038.31

Expenditures for the year ending Aug. 31st, 1871, compared with those for the year ending Aug. 31st, 1870.

FOR SCHOOLS.

Salaries paid teachers.

Males for the year 1871.....	\$236,885.04
Males “ “ “ 1870.....	153,794.80
Increase.....	83,090.24
Females for the year 1871.....	\$91,457.16
Females “ “ “ 1870.....	66,959.04
Increase.....	24,498.12
Total paid teachers for the year 1871.....	\$328,342.22
“ “ “ “ “ 1870.....	220,753.84
Total increase.....	107,588.38
Paid Secretaries of Boards of Education for 1871.....	\$6,160.66
“ “ “ “ “ “ “ 1870.....	5,966.84
Increase.....	193.82
Paid for apparatus for the year 1871.....	\$1,274.60
“ “ “ “ “ “ “ 1870.....	1,864.69
Decrease.....	590.09
Paid commissions for collecting for the year 1871.....	\$12,258.22
“ “ “ “ “ “ “ 1870.....	15,008.30
Decrease.....	2,750.08
Paid for Contingencies for the year 1871.....	\$17,649.50
“ “ “ “ “ “ “ 1870.....	19,298.10
Decrease.....	1,648.60
Total expenditures for schools for the year 1871.....	\$365,685.21
“ “ “ “ “ “ “ 1870.....	262,891.77
Total increase.....	102,793.44

Expenditures from the Building Fund,

Paid for land for the year 1871.....	\$19,457.54
“ “ “ “ “ “ “ 1870.....	6,723.36
Increase.....	12,734.18
Paid for building school houses for the year 1871.....	\$173,392.24
“ “ “ “ “ “ “ 1870.....	180,247.79
Decrease.....	6,855.58
Paid for rent of school houses in 1871.....	\$3,794.35
“ “ “ “ “ “ “ 1870.....	1,097.53
Increase.....	1,796.82
Paid for repairs for the year 1871.....	\$9,774.41
“ “ “ “ “ “ “ 1870.....	7,864.86
Increase.....	1,909.55
Paid for furniture for the year 1871.....	\$5,338.35
“ “ “ “ “ “ “ 1870.....	7,848.42
Decrease.....	2,510.07
Paid for interest for the year 1871.....	\$ 252.52
“ “ “ “ “ “ “ 1870.....	2,335.90
Decrease.....	2,083.38

FREE SCHOOLS.

Total expenditures from the Building Fund for the year 1871.....	\$212,033.51
“ “ “ “ “ “ “ “ 1870.....	207,217.76
Total increase.....	4,815.75
Total expenditures for all purposes for the year 1871.....	\$577,718.72
“ “ “ “ “ “ “ “ 1870.....	470,109.53
Increase.....	107,609.19
Balance on hand for the year 1871.....	\$47,948.53
“ “ “ “ “ “ “ “ 1870.....	51,443.58

Average township levy on the \$100 value of property for the year 1871, compared with that for the year 1870.

For schools for the year 1871.....	29.90
“ “ “ “ “ “ “ “ 1870.....	30.06
Decrease.....	16
For building purposes for the year 1871.....	\$27.39
“ “ “ “ “ “ “ “ 1870.....	28.67
Decrease.....	1.28
Amount paid per pupil for tuition for the year 1871.....	\$4.77 $\frac{1}{2}$
Amount paid per pupil for all purposes for the year 1871.....	7.54 $\frac{1}{4}$
Amount received during the year for all purposes for each youth in the State between the ages of 6 and 21 years as enumerated.....	\$3.85 $\frac{1}{4}$
The amount expended during the year for tuition per each youth in the State between the ages of 6 and 21 years as enumerated.....	2.19 $\frac{1}{4}$

This summary and the statistical tables from which it is taken, have been prepared with some care and considerable labor from the reports of the several county superintendents. No corrections have been made or defects supplied, from other sources in any material item. Therefore, where counties, townships, or school districts have not been reported by their officers, their respective school statistics have not been computed or estimated. While injustice is thus done the actual results in those counties from which full reports have not been made, and an under estimate presented to our own and the friends of popular education in other States and countries, of the condition of our free schools, this policy was adopted with the hope of inducing in the future, more full and complete reports from these delinquent officers. And with the view of still further conducing to this desirable result, and inciting to more care and accuracy on the part of our financial and other officers in keeping their books of accounts for school monies, a short recapitulation is here made of the total receipts and disbursements for the school year just closed, which will exhibit to these officers an apparent discrepancy between the actual receipts and disbursements for the school year, that is deserving of, and will challenge their attention.

Balance on hand at the commencement of the school year, as shown by the report of the General Superintendent for the year 1870.....	\$51,443 58
Receipts from all other sources during the year.....	632,069 40
Total assets during the year.....	\$683,512 98
Total disbursements during the year	\$577,718 72
To which add balance in hand at the end of the year.....	47,948 53
Total assets accounted for.....	\$625,667 25
School assets unaccounted for during the school year ending August 32, 1871.....	\$57,845 73

That the reports from which this summary is made were imperfect and incomplete, is fully recognized by the several officers who made them and forcibly illustrated by this recapitulation. In many counties represented as having made reports, school districts and entire townships in which it is well known that prosperous schools were kept during the year have been omitted; and in almost every report made to this department one or more items called for by the blanks furnished and deemed important, were passed over in silence. This is due in part to the negligence and inefficiency of some of the township and district officers, and in part to the defective blanks furnished from this department. The term of office of the General Superintendent commenced in the middle of the last school year. His attention was called to these defective blank forms. To change them would necessarily involve some inconvenience and expense. He wished before discarding these and substituting others, to acquaint himself with the precise character of the defects complained of, and in the meantime ascertain the forms most approved and in use in other States whose school systems are similar to our own. This he thinks has now been done and that this cause of excuse for insufficient and incomplete reports will be removed.

But notwithstanding the many defects and deficiencies in the several reports from which this summary is made, the results exhibited give just cause of hope and no cause of discouragement for the future educational interests of West Virginia. The number of teachers and scholars, schools and school houses and the number of months taught during the school year are regularly increasing. The debts of the townships contracted for the purchase of land and building school houses thereon, are being discharged. The permanent school fund is annually augmenting and the amount received from township levies increasing from year to year. Public sentiment is becoming awakened, interested and enlightened on the subject of Free School Education; opposition is withdrawing, and by its practical results our system is daily recommending itself to the judgments and effectuations of the people. The several county superintendents bear unmistakable testimony on this subject. For more convenient reference the following extracts have been compiled from their reports:

Braxton—"Notwithstanding all the obstacles with which we have to contend, the system is becoming more popular, and our schools and teachers are prospering."

Brooke—"Those interested in our Common School system, in taking a retrospective view of its workings in our county, find much for encouragement and gratification. Every district in the county is now in possession of a good school building."

Cabell—"In the annual report of John Eaton, Jr., United States Commissioner of Education, made for the year 1870, to the Hon. J. D. Cox, Secretary of the Interior, I find the following: 'West Virginia, after having struggled, so far successfully, in the establishment of a Free School System, seems now to be contemplating its destruction.' I think this Hon. Commissioner of Education has done the State injustice, and a contradiction should originate from some source. The annual reports submitted to the Legislature, by your predecessors in office, show beyond controversy, that the Free Schools of our young State are in a prosperous condition, and yours, no doubt, will make an exhibit showing an increased prosperity."

Doddridge—"Our schools are much better than they were some four or five years ago. Teachers much better qualified, and schools better organized."

Hampshire.—"The present system has accomplished much in greeting the sparsely settled places of our county with a primary school curriculum that has improved both teachers and scholars. Parents who at first refused to patronize the public schools have been more than satisfied."

Hancock.—"Almost without exception the schools indicate marked improvement over those of last year. Public sentiment is becoming still more favorable to our Free School System. Less opposition is expressed and more effort made to secure efficiency in our schools."

Hardy.—"The opposition to the Free School System is diminishing every year."

Jackson.—"I am happy to say that there is general progress throughout the county in educational matters. Our teachers are rapidly attaining a higher standard of qualification, and the youth attending school are making commendable progress in their studies. Our citizens are not willing to part with the Free School System: they are willing, however, to have it modified, simplified and made better."

Monongalia.—"It is clear that a system of public schools, supported by a public fund, is the only system that will reach the masses; hence

he that is opposed to this, no matter what be his immediate motive, is practically opposed to the education of the masses. I have only to refer in its vindication to the three thousand children in this county, who have made such fair progress in the acquisition of a good primary education, a majority of whom would not and could not have done so, had it not been for our public schools."

Kanawha.—"Teachers are generally industrious, pleasant and well qualified for their places, and scholars are energetic, studious and obedient. With few exceptions good order prevails and the schools advance rapidly."

Lewis.—"I am proud to report an increasing attachment on the part of the people of this county to our present system of Schools, and an increased disposition manifested to provide for its maintenance. Notwithstanding our system of education is defective in many particulars, and needs immediate correction, yet the people would resist any encroachment that would endanger its existence or retard its usefulness."

Lincoln.—"My own opinion is, that the citizens of this county are at the present time more united in support of our system of education, than they have been at any former period."

Logan.—"The mass of the people generally admit that schools are the thing they want, and that public schools are the only means that will diffuse a general education."

Harrison.—"The general condition of our schools is, in some respects flourishing, in others dubious or even reflexive."

Marion.—"The comparison of statistics in this county from year to year is highly gratifying. Each year the state of the finances is growing better; the length of time taught is increasing; the teachers all gaining in numbers and becoming more efficient. There are more schools, better attendance, and the Free School System is so fondly cherished by both young and old that it only needs the right application of the means now provided by the school law to make the system a complete success."

Marshall.—"In conclusion permit me to remark that the benefits of public instruction are every where apparent."

Mineral.—"The law as it is now written is becoming popular with the people, and it appears to be as nearly perfect as we could expect, considering the time and experience we have had in the manufacture thereof."

McDowell.—"The school system seems to be working better in this county at this time and seems likely to be more prosperous in the future. Notwithstanding all disadvantages, I think the cause of popular education is evidently becoming more acceptable to the people of this county. The good effects of the Free School System are plainly seen and acknowledged by some who once opposed it."

Nicholas.—"The school interest in this county has materially advanced in the past year, perhaps above that of any preceding year since the organization of the school system in this county. There has been a decided improvement in the progress and management of schools in this county in the school year just closed."

Ohio.—"Although the free school system may be a new thing in the greater part of our State, and of course will have to overcome the prejudice which exists in the minds of the people against sustaining public schools by taxation, yet Ohio county has enjoyed the benefits of this system for more than a score of years. It has been in operation long enough for the people to see the benefits of it. As a former Superintendent said, 'a great many of those who now teach received their education in free schools, and a majority of those who sustain the schools by payment of tax, and those who now send their children to school, are those who received their education in free schools. There exists in the minds of our people very little, if any, opposition to the schools.'"

Pendleton.—"Much opposition has been allayed, and the system is becoming more and more popular."

Pocahontas.—"All the townships laid the levy required by law. The free school system is progressing in this county, and gaining favor with the people, nearly all admitting the necessity of a system of free schools."

Gilmer.—"I feel happy to say that all things belonging to the school system are improving, to the satisfaction of all our people. They are beginning to see the benefits which will result from a well regulated school law."

Boone.—"Taking a general view, I feel justified in saying that our schools are, this year, in a prosperous condition."

Grant.—"The past school year has, generally, been one of prosperity and progress to our schools. That we must have good public schools accessible to all, is now denied by but a few. The levies for the support of schools, have been laid without serious opposition, and were *most of them considerably* reduced. That there is less contention and

more hearty co-operation among school officers and teachers, is also a most gratifying fact. Compared with the schools inaugurated in 1866, most of our present schools show a marked improvement.

Ritchie.—"I visited forty-six schools, and found them, in general, more efficient than those of any preceding year."

Randolph.—"Forty schools were taught this year—the most schools ever taught in this county in one year, and the best, with the least cost per pupil."

Wayne.—"The schools in our county have progressed finely for the past year. Nearly every district in the county has had a full term of four months."

Roane.—"The Free School System in this county is becoming more and more popular and efficient."

Summers.—"Our schools this winter will prove a great deal better than their predecessors. The townships have all made the levies required by law."

Tucker.—"The schools in this county for the past year have shown a more lively appearance than at any previous year. All the townships have laid their levies, and I hear of no opposition."

Wirt.—"Our schools are in a prosperous state, as compared with what they were three years ago. The Township Boards of Education in the several townships have made liberal levies for building purposes and for the support of schools."

Tyler.—"Our school system is progressing well in Tyler county, and much good has been accomplished. It is becoming a fixed institution in the minds and hearts of our people. The levies for school purposes have all been properly made, and all the schools will be in operation the coming winter."

Wood.—"Our schools have been very prosperous, and much real good has been accomplished in an educational point of view."

Wyoming.—"The schools last year were much more prosperous, and a general interest in them seemed to prevail. Cannot give the precise number of school houses finished, but all the houses are to be ready for schools this winter. All the townships have laid the levy required by law for schools, and have also levied sufficient for the completion of all the school-houses in this county."

Preston.—"The evidences of progress, though less manifest and dazzling than our large desires lead us to wish, are yet positive and cheering."

Raleigh—"The sparseness of our population and the rugged character of the country, have rendered the present system inefficient, and consequently unpopular with our people. We have to contend with one great difficulty in this section, which is, the procuring of experienced teachers."

Randolph—I am favorably impressed with the workings, management, and progress of our present school system, and method of instruction in this county, compared with the institutions of former days, for similar purposes.

Monroe—The strong opposition to the free school system is yielding rapidly, and the free schools are becoming more popular with all classes. The townships have all made the levy required by the school law.

THE SCHOOL FUND.

By Section 1, Article 10 of the Constitution: All money accruing to this State, being the proceeds of forfeited, delinquent, waste and unappropriated lands; and of lands heretofore sold for taxes, and purchased by the State of Virginia, if hereafter redeemed, or sold to others than this State; all grants, devises, or bequests that may be made to this State for the purposes of education, or where the purposes of such grants, devises or bequests, are not specified; this State's just share of the literary fund of Virginia, whether paid over or otherwise liquidated, and any sums of money, stocks or property which this State shall have the right to claim from the State of Virginia for educational purposes; the proceeds of the estates of all persons who may die without leaving a will or heir, and of all escheated lands; the proceeds of any taxes that may be levied on the revenues of any corporation hereafter created; all monies that may be paid as an equivalent for exemptions from military duty; and such sums as may, from time to time, be appropriated by the Legislature for the purpose, shall be set apart as a separate fund, to be called the School Fund, and invested under such regulations as may be prescribed by law, in the interest bearing securities of the United States, or of this State; and the interest thereof shall be annually applied to the support of free schools throughout the State, and to no other purpose whatever. But any portion of said interest remaining unexpended at the close of a fiscal year, shall be added to, and remain a part of, the Capital of the School Fund.

And Section 69, of Chapter 45 of the Code provides, that the Governor, Auditor, Treasurer, Secretary of State and General Superintendent of Free Schools, shall be a corporation under the name of

“The Board of the School Fund,” and shall have the management, control and investment of said fund.

During the School year ending August 31, 1871, this fund was increased.....	\$28,306 41
At the close of the School year ending August 31, 1870, the amount of this fund was.....	249,763 51
Of which there was then invested the sum of.....	229,300 00
And uninvested.....	20,463 51
At the close of the year ending August 31, 1871, this fund amounted to.....	278,069 92
Of which there was then invested the sum of.....	275,100 00
And uninvested.....	2,969 92
There has been invested during the year.....	45,800 00
Derived as follows:	
Amount in the Treasury uninvested at the beginning of the year.....	20,463 51
Amount received during the School year.....	15,323 89
Total.....	35,787 40
From which deduct amount expended	\$3,317 48
And amount in Treasury uninvested at the end of the year.....	2,969 92
Balance invested during the year 1871.....	29,509 00
To which must be added amount of stock in First National Bank of Wellsburg, held in the name of the Internal Improvement Fund of Virginia, invested by the Board of the School Fund, February 18, 1871, in Certificates U. S. 5-20 Stock, in the name of the School Fund.....	16,300 00
Making the total investment during the year 1871.....	45,800 00

The School Fund is invested as follows :

Stock in the First National Bank of Fairmont.....	50,000 00
Stock in the First National Bank of Wellsburg.....	18,800 00
Stock in the National Bank of West Virginia, at Wheeling.....	30,000 00
Stock in the Parkersburg National Bank.....	40,000 00
U. S. Registered Central Pacific R. R. Bonds.....	37,000 00
U. S. Registered Union Pacific R. R. Bonds.....	35,000 00
U. S. 5-20 Bonds.....	18,500 00
Certificates of U. S. 5-20 Stock.....	45,800 00
Total.....	275,100 00

THE GENERAL SCHOOL FUND.

By section 2 of Article 10 of the Constitution, it is required that : The Legislature shall provide, as soon as practicable, for the establishment of a thorough and efficient system of Free Schools. They shall provide for the support of such schools by appropriating thereto the interest of the invested school fund : the net proceeds of all forfeitures, confiscations and fines accruing to this State under the laws thereof, and by general taxation on persons and property, or otherwise. They shall also provide for raising in each township, by the authority of the people thereof, such a proportion of the amount required for the support of free schools therein, as shall be prescribed by general laws. Section 2 of article 8, of the Constitution provides that : A capitation tax of one dollar shall be levied upon each white male inhabitant who has attained the age of twenty-one years.

Chapter 33, Section 2 of the Code provides, that the State taxes on real and personal property, not exempt from taxation, shall be ten

cents on every one hundred dollars valuation thereof for the support of Free Schools. Section 3 of the same chapter provides, that a capitation tax of one dollar shall be levied on every male inhabitant, whether white or colored, who has attained the age of twenty-one years; and Section 59, of Chapter 45, directs that the proceeds of the annual capitation tax shall form a part of the general School Fund and be distributed with it.

These constitute the sources of the General School Fund, distributable annually among the several counties of the State. And the net revenue of about one hundred and ninety thousand dollars, it is thought, will hereafter be produced therefrom annually. In some years it may exceed, in others fall short of, this amount—the difference arising, chiefly, from the irregularities of the Sheriffs in making their collections, and the time of their payments into the Treasury, and the amounts of arrearages of taxes collected and paid over by them.

For the school year commencing September 1, 1870, the sum distributed was \$233,143.02; and on the first day of September, 1871, there was subject to distribution the sum of \$174,896.62. This discrepancy was produced in part by the causes above referred to. The records of the Auditor's office show, that during the six months preceding the 31st day of August, 1870, there was paid into the Treasury on account of this fund the aggregate sum of \$56,271.61, of which \$15,000 was paid on account of arrearages of taxes due from former years from the Baltimore & Ohio Railroad Company; and during six months preceding the 31st day of August, 1871, there was paid in the sum of \$20,903.92 only. This decrease in the payments made by the Sheriffs during the six months of the school year ending August 31, 1871, is thought to be due chiefly to the decline in the price of cattle and other live stock during that period, and the consequent inability of our people to pay their taxes promptly.

But the chief cause of the discrepancy between the amounts distributed in these two school years, is attributable to a change made about this time, by which the school year was made to terminate on the 31st of August, instead of the 31st day of March, as it formerly had done.

Previous to the time the Code of West Virginia took effect the State School Fund was distributed on the first day of April in each year, but by the Code this distribution was directed to be made on the first day of September. The Code took effect on the first day of April, 1869, and on that day the State school fund, amounting to the sum of \$149,568.58, was distributed. The next distribution was made on the *first day of September, 1870*,—the period of seventeen months having *passed in the meantime*. And so it was, that on the first of Septem-

ber, 1870, there was apportioned among the several counties of the State the distributable School Fund that had accrued during this period of seventeen months. In these five extra months—April, May, June, July and August, 1869—the sum of \$43,369 97 was received at the Treasury on account of this fund.

The annual amount to be distributed from this fund among the several counties of the State, will necessarily fluctuate, more or less, on account of some of the causes above named, and perhaps others; but from the character of the sources from which it is derived, the general tendency of this fund has been and will be to increase, and it cannot well diminish. From some estimates made, it is believed, that the amount to be distributed for the next school year will probably reach the sum of one hundred and ninety thousand dollars, as above stated; and will not in future years fall below that sum, but will likely from year to year exceed it.

THE PEABODY FUND.

Dr. B. Sears, general agent for this fund during the school year just closed, was liberal in his contributions to the cause of education in this State. He has wisely adopted the policy of aiding the friends of free common schools in their incipient efforts, trusting that when once firmly established amongst the people, these schools will be maintained by them without aid from other sources. His attention has been especially directed to the efforts of our State, with an anxious desire to render such aid from the fund under his charge as might be consistent with the claims of other sections upon it. This he has done. This gentleman has devoted many years of usefulness to the cause of popular education, and the committee under whose control this munificent fund was placed by Mr. Peabody were peculiarly fortunate in procuring his services as general agent. From his report made to the committee at their annual meeting, held at Philadelphia, February 15, 1871, it appears that during our last school year the sum of twelve

thousand seven hundred and fifty dollars was distributed from this fund in aid of our common schools, and in the following named places :

Charleston	\$1,200
Wellsburg.....	1,000
Grafton.....	800
Clarksburg.....	800
Martinsburg.....	800
Buckhannon.....	600
Weston.....	600
Palatine.....	600
Newburg.....	600
Moundsville	500
Fellowsville	450
Orrel Coal Mines.....	300
Springfield.....	300
Independence.....	300
Thornton Station.....	300
Mannington	300
Beverly.....	300
Rock Cave.....	200
Normal Schools.....	1,500
Teachers' Institutes.....	1,100
Journal of Education.....	200
Total.....	\$12,750

In a visit made to him in August last, at Staunton, Virginia, Dr. Sears expressed a desire to continue his co-operation with the friends of our State school system, and thought he would be able to aid all the free schools of our State, during the present year, that would probably comply with the terms and conditions theretofore prescribed by the Board of Trustees. This fact was shortly afterwards communicated by a circular letter from this department to the several county superintendents of the State. That the views of Dr. Sears and the Committee, and the terms on which this fund is distributed, may be more generally known the following extract is taken from his annual report, above referred to :

The rules by which I have been governed, the last year, were laid down in a printed circular and card ; the former for the information of the public, the latter for the use of those who acted as agents. From the circular, the following paragraph may be here presented :

"It being impossible for the Trustees, with the means at their command, to assist all classes of schools, they have, after mature deliberation, and with the approbation of the donor, determined, for the present, to confine the benefits of the Fund to Public Free Schools, believing that in this way the most needy portions of the whole population can best be reached. The entire cost of maintaining schools is in no case met by the Board ; a small part only of the current expenses (*rarely more than one-fourth,*) is contributed, by way of encouragement and aid, and placed in the hands of proper school officers. The *in of the Board* is to concentrate their efforts upon a limited num-

ber of the larger towns, selecting those which will, by their example, exert the widest influence upon the surrounding country. The maximum given to any city is \$2,000; the minimum is about \$300; the number of white pupils which receive aid in any one locality being not less than one hundred. The amount of aid given to any city or town will be determined partly by the number of children to be provided for, and partly by the amount of money raised by tax or contribution by the people themselves."

The card, as will be seen, contained more specific instructions :

For well regulated public free schools, continued about ten months of the year, and having a regular attendance of not less than 100 pupils, averaging 85, we pay.....\$300 00

"	"	"	150	"	"	"	"	"	.....	450 00
"	"	"	200	"	"	"	"	"	.....	600 00
"	"	"	250	"	"	"	"	"	.....	800 00
"	"	"	300	"	"	"	"	"	.....	1000 00

The people are to pay for current expenses at least twice, and usually three times as much as they receive from the Fund; to grade their schools, and to furnish a teacher for every fifty pupils. At present, we pay for colored schools two-thirds of the rates above named.

The applications for assistance, made in conformity with these regulations during the year, have corresponded almost exactly with the amount of money at our disposal. The only result of a questionable character is the disproportionate multiplication, in some States, of small schools, barely reaching our minimum number of pupils. A little more stringency in our rules, from year to year, may become necessary. This may be demanded, not only on account of the natural growth of the common school system, and of the number of schools in each State, but because an increased use of our Fund in aid of small schools would tend to lower the standard of popular education. In the larger towns there is generally more enterprise and ambition to carry their schools to a high degree of perfection. They also pay a much larger proportion of the expense, and soon assume the whole. By coming in a timely manner to their assistance, we may be the means of planting institutions that will be permanent, and continue to grow after we have withdrawn our fostering care. In the smaller towns school committees are more liable to yield to considerations of extreme economy at the sacrifice of the quality of the instructions given. The effect, moreover, of their depending on foreign aid for meeting so large a proportion of the expense incurred, will in many instances, notwithstanding all of our efforts to the contrary, be to leave them at last in a feeble and helpless condition. Most of all, the ever growing demand for assistance in this direction, from thousands of new districts, springing into life, will render it necessary to restrict ourselves within narrow limits."

SETTLEMENTS WITH SCHOOL OFFICERS AND OTHERS.

In pursuance of an Act of the Legislature, passed February 27, 1871, providing for a settlement of the accounts of certain officers and persons for school moneys in their hands, or under their control, the

following named gentlemen were appointed by this Department for that purpose.

Barbour—Jasper S. Hall, Thos. R. Brown.
Berkeley—Blackburn Hughes, Chas. J. Faulkner, Jr.
Boone—Joel E. Stollings, Wm. C. Hopkins.
Braxton—James F. Given, Allen S. Berry.
Cabell—Peter C. Buffington, Benj. J. McComas.
Clay—Jacob Salisbury, A. J. Stephenson.
Calhoun—A. Knotts, H. R. Ferrell.
Doddridge—F. D. Hickman, Michael Donehoo.
Fayette—Joseph Ankrum, H. M. Dickinson,
Gilmer—W. E. Lively, R. F. Fleming.
Grant—Charles Williams, John Grose.
Greenbrier—Thomas Mathews, James Withrow.
Hampshire—James Parsons, William C. Clayton.
Hardy—Thomas Maslin, John Liggitt.
Harrison—John. R. Boggess, Timothy F. Roane.
Jackson—G. B. Crow, W. T. Greer.
Jefferson—James M. Mason, John W. McCurdy.
Kanawha—Dr. A. E. Summers, W. S. Laidley.
Lewis—John Hussey, W. G. Bennett.
Lincoln—John S. Wilkinson, J. V. Sweetland.
Logan—J. A. Neighbert, William Stratton.
Marion—Stephen T. Gooch, Joseph O. Hartley.
Marshall—Vincent L. Cockayne, Theodore Baker.
Mason—W. J. Kenny, P. G. Simpson.
Mercer—John A. Douglass, H. B. Barbour.
Mineral—John A. Robinson, William A. Thrasher.
Monroe—G. W. Hutchinson, C. S. Peyton.
Morgan—C. H. Hodgson, Charles Green.
McDowell—Henry Harrison, Jesse J. Gamble.
Nicholas—Anthony Rader, John Tyree.
Ohio—John V. S. Rogers, Bernard A. Galligan.
Pendleton—Jacob F. Johnson, George A. Blakemore.
Pleasants—J. R. M. Agnew, R. Patterson.
Pocahontas—John M. Lightner, John A. McNeel.
Preston—William McKee, Gustavus Cressap.
Putnam—Dr. John L. Middleton, Thomas H. Harvey.
Raleigh—C. Prince, Dr. John G. Manser.
Randolph—Thomas J. Arnold, C. J. P. Cressap.
Ritchie—John P. Harris, Jacob P. Strickler.
Roane—J. G. Schilling, A. A. Smith.
Taylor—A. Armstrong, Waldo P. Bartlett.

Tucker—Rufus Maxwell, Wm. Ewin.
Upshur—A. M. Bastable, Miffen Lorentz.
Wayne—Alderson Workman, Wm. Ferguson.
Webster—Thos. M. Reynolds, Marshall Triplett.
Wetzel—Silas Murrell, Thomas Snodgrass.
Wirt—Robert H. Phelps, Otho L. Williams.
Wood—Edward Tracewell, R. H. Stoutenborough.
Wyoming—Isaac E. McDonald, C. C. Watts.

These, together with the several County Superintendents constitute, under the provisions of said act, a committee in their respective counties, to examine into and settle the accounts, and examine the vouchers, records and papers, of any board or boards of education, township treasurers, independent school district treasurers, or any other officer or person who, before or after the passage of said act, may have had in their possession, or under their control, any monies belonging to any township or independent school district, at any time since the organization of this State. This act directed that such committees might be organized in any one or more counties of the State, as the General Superintendent might deem proper. They have been organized in all except the counties of Brooke, Hancock, Monongalia, Summers and Tyler. In the counties last named, so far as this Department was advised, no necessity existed for the organization of such a committee. If deemed necessary, however, this will yet be done. The propriety and wisdom of this Legislative enactment are exemplified by the importance of its practical results. While the pay was inconsiderable, it will be seen that these committees are composed of gentlemen of a high order in point of integrity, intelligence and business capacity. They were impelled by the importance of the interest involved alone, to give so much of their time and labor to these investigations. They deserve the thanks of the friends of Education throughout the State.

A suspicion existed, and occasionally it had been openly charged, that the money collected from the people by the State, townships and independent school districts, for the purposes of education, had not been faithfully applied to the purposes for which it was levied. Whether true or otherwise, the investigation proposed and provided for by this law, was necessary and proper. If untrue, an investigation would illustrate the fact and vindicate the officers in question, disabuse the public mind and suppress all false clamor. If it were true, however, that the school money of our people had been mis-applied, wasted, or in any manner, or for any cause, withheld from the school authorities and not applied to the sacred purposes for which it was collected, these investigations would develop the facts and enforce restitution. Any

people are loth to pay taxes for any purpose while impressed with a suspicion that the money when paid would be mis-applied, wasted or squandered, whether that suspicion be well or ill founded.

The law required that the several committees should make reports of their proceedings and file them in the Clerks' offices of the Circuit Court of their respective counties. It was requested, however, that this Department might be furnished with an abstract of their proceedings so far as they had progressed, that proper mention might be made thereof in this report. Such abstracts have been received from twenty-one counties. In a few counties the committees have completed the duties assigned them—in others they have examined the accounts of the officers of some of the townships only, and in other counties no results have yet been arrived at.

The following is a synopsis of the reports received up to this date :

Lewis County—Report completed and filed in the office. The officers of the several townships are found delinquent in the following sums :

Sheridan Township	\$764 20
Jane Lew "	1,116 12
Willey "	861 95
Battello "	686 38
Lincoln "	1,362 08
Western Independent District.....	719 24
	<hr/>
	\$5,510 06

Braxton County—Report completed and filed in the office. The officers of Clay and Washington townships are found in arrears as follows :

Clay Township.....	\$5,719 97
Washington Township.....	2,605 15
	<hr/>
	\$8,325 12

Lincoln township, accounts right. Franklin township, Commissioners had received small amounts of pay for their services which have been refunded.

Boone County—The Committee have not completed their labors. They bear testimony to the honesty of purpose of the officers in arrears. They find the officers in arrears as follows :

Scott Township.....	\$321 67
Washington Township.....	258 14
Peytona Township.....	413 82
Sherman Township.....	623 45
	<hr/>
	\$1,617 08

The settlement made with the officers of these four townships are subject to future revision. No settlements have been completed with the officers of Cook and Mud townships, nor with the county treasurer for the years 1865 and 1866.

Doddridge County—Settlements not completed. But the committee report “the total amount of indebtedness of the several treasurers whose accounts we have adjusted thus far amount in the aggregate to the sum of \$2,102.09.” The larger portion of which will, in all probability, be paid to the proper officers or accounted for in time to avoid proceedings therefor as required by the act of February 28, 1871.

Grant County—Settlements not fully completed. The officers of Grant, Union and Milroy townships were found to be in arrears \$2,800.

The county treasurer, sheriff, and one township treasurer are not yet settled with. The books of the several Boards of Education are reported properly kept, and in good condition.

Hardy County—The committee have completed its settlements in this county, and filed their report. And the following are the arrearages found due the several townships :

Lost Run township	\$ 290 89
Capon “	148 22
Moorefield “	1355 68
Total	\$1,795 09

And the committee report that these several sums of money have since been paid to the sheriff, under the direction of the committee, and add: “The undersigned take pleasure in stating, that in all the townships of the county, the books, papers, vouchers and records, exhibited by the officers and persons having control of the school funds of the several townships, were found to be full and complete—entirely satisfactory, and creditable to the intelligence and fidelity of all the parties connected therewith.”

Wood County.—The committee in this county have not yet completed their settlements. Delinquencies have been discovered in some of the townships, and certain officers have received pay for their services unauthorized by law. If the abstract furnished this department is properly understood, the sums thus due the townships, so far as the settlements have progressed, amount in the aggregate to \$2,766.98.

The committee say: “That the imperfect manner in which the records of the Boards of Education, of most of the townships, have been kept, has caused much difficulty in making these settlements.” And add: “One good result from the labors of your committee will be seen in the future—that of causing these school boards to be more exact in the keeping of their accounts, and of holding these officers to a strict accountability in all the financial operations with them. The want of a sense of responsibility, among many connected with these boards, is a great defect in our educational system into

disrepute. We think that the efforts made to carry out the provisions of the law, under which they were appointed and have acted, have greatly added to the general confidence in our school system in the future."

Marion County.—Settlements not fully completed. The report of the Committee as far as this investigations have gone, is complete and very satisfactory. In the independent district of Fairmont every thing was found right. The following are the arrearages including misappropriations, found due the several townships:

Grant Township.....	\$867 89
Pawpaw ".....	132 67
Union ".....	33 80
Winfield ".....	939 36
Fairmont ".....	45 96
Lincoln ".....	320 96
Mannington ".....	92 13

Total..... \$2,432 77

The Committee add: "No township or school tax has ever been collected in this county from the Baltimore and Ohio Rail Road Company. There are, in this county, \$669,000 worth of property belonging to this company. * * * * Levies on this property have been made from year to year in all the townships through which the aforesaid Rail Road passes; but, it is a well known fact, that the Company not only refuses to pay all these taxes, but deny the right of either State, county, township or corporation to tax them for any purposes whatever. No attempt has ever been made in this county to collect one dollar of said tax, either by distraint or otherwise. I do not think that the township treasurers ever applied to any representative of the Company for the payment of these taxes, nor do I think they would have accomplished anything further than the needless expenditure of money if they had attempted collection. * * *

The amount levied in this county upon this one Rail Road Company since the organization of the State, cannot fall much short of \$30,000, which if collected, would be sufficient to discharge all the indebtedness of all the townships in the county and provide means for supporting all the schools one year without the aid of any local levy.

Your committee have accomplished all they can do in the way of settlements except this settlement with the Baltimore and Ohio Rail Road Company."

Wayne County.—The settlements in this county are not entirely completed. Some officers have over paid, and others were in arrear.

Total deficiency, (known,).....	\$1,637.88
Good or recoverable.....	\$1,204 63
Doubtful.....	433 25
	\$1,637 88
Amount to be paid back by Townships to Treasurers.....	\$ 243 45

All that was mis-appropriated by Sheriffs in 1865 and 1866, is good and will be recovered.

Harrison County.—The Committee report the following: “Our settlements thus far have been confined principally, to the Townships of Sardis, Ten Mile and Eagle. In Sardis we have found balances in favor of that Township against the officers, which have since been paid by the Treasurers, amounting to \$816.85.

We, also, find upon the books of Sardis, that orders were drawn upon the Treasurer, signed by the President and Secretary of the Board, without any apparent authority, either of law or the Board of the Township, amounting to..... 385 00
Total amount in favor of Sardis Township..... 1,201 85
In Ten Mile Township we have found balances in favor of that Township amounting to about 400 00

The settlements for this Township are incomplete, but will probably not be increased much.

For Eagle Township our settlements are incomplete. The balances already found in favor of this Township amount to about \$500.00, which will probably be increased an equal amount.

Clay Township—We have found in favor of this Township.....\$ 101 00
In Elk Township—The amount due is..... 180 00
Total amount found due in five Townships..... 2,382 85
Of the above amount there has been paid over to the Committee and the County Treasurer..... 325 00

“From our investigation so far, and other sources of information, we are of the opinion that when the settlements for the county are completed, the balances in favor of the Townships will average from \$500 to \$1,000.” There are ten Townships in this County.

Morgan County.—The settlements in this county are not completed. Some officers have been found in arrear and others in advance for school monies.

The aggregate amount found due the several Townships..... \$627 88

Nicholas County.—Report from this county full and complete. In several of the townships the treasurers have over paid. Arrearages were found in only two townships, amounting to \$276.91.

Pendleton County.—In this county, settlements completed, and the report of the committee filed in the proper office. A full abstract is not given.

One Treasurer was found in arrears.....\$1,675 00
Another in the sum of..... 120 00
Total.....\$1,795 00

Wirt County.—Settlements not completed. In this county four treasurers, with whom settlements have been made, are reported in arrears, in the aggregate, \$326 84.

Putnam County.—The settlements in this county are completed. The committee report that J. Gibson, W. J. Hartley, John Heder-

ick, John C. Thomas, jr., and Jacob Myers, former township treasurers, had properly accounted for all school moneys that came into their hands. The committee, however, report that the other financial agents of the school fund of that county, in the aggregate, are in arrears the sum of \$2,869 12.

Ritchie.—Settlements not fully completed, but the committee report the following indebtedness of several of their officers:

Due Union Township.....	\$2,068 07
Due Murphy Township.....	1,299 90
Due Grant Township.....	2,425 55
Due Clay Township.....	2,111 34
	\$7,904 96

Jackson.—Settlements not completed. The committee say: "Thus far the several officers intrusted with school funds, except in one or two instances, have satisfactorily accounted for and paid over the same, as required by law, and even in the cases of delinquency there appears to the committee no evidence of fraud." The committee add: "We would, however, state that this fair showing of these school officers, whose accounts have been examined, does not preclude the necessity and propriety of completing the work of the committee."

Raleigh County.—The committee make quite a full report. They have not entirely completed their work. Very many of the officers had properly accounted, and so far as the committee progressed, they found other officers delinquent in the aggregate sum of \$485 82.

Pocahontas County.—The committee in this county have not completed their labors. One of the committee reports: "Upon an examination of our settlements, which have only been partially completed, we found that we could not make an accurate statement. I am of the opinion, however, that there are in the hands of the officers for the years 1866, 1867, 1868, 1869 and 1870, from \$8,000 00 to \$11,000 00."

Fayette County.—From this county the following report is received: "We herewith forward a statement of accounts of school officers in this county by townships. Mountain Cove township is not completed; in one case, a former settlement with the Board of Education is not deemed sufficient, and from questions arising, we cannot make a full and formal report, until the matters of difference are settled by the court.*

* On the 4th of September last, the following instruction, among others, was issued from this Department:

"If, in your investigations, a voucher, a receipt or a 'discharge' shall be produced, correct and regular on its face, and you should have reason to believe that by collusion or otherwise it was executed in fraud of the school fund of your county; or, that innocently, through ignorance or mistake, injustice has been done this fund, it will then become your duty to investigate fully the true consideration for which such voucher or receipt was given, and the facts upon which such 'discharge' was granted; and having thus ascertained the delinquent or culpable parties, they should be held to a strict accountability. A settlement, receipt, voucher or 'discharge' is *prima facie* evidence of what appears—nothing more. Proof of fraud or mistake is sufficient to authorize you to disregard either."

For Fayetteville township, we find a balance due and in the hands of the Sheriff.....	\$1,038 17
Uncollected tax tickets in the hands of the Sheriff.....	490 88
For Kanawha Township, amount paid by former Treasurer, in the hands of the Sheriff	500 00
Balance due and in the hands of J. G. Kincaid, former Treasurer.....	384 77
Balance in hands of former Sheriff, levy 1866.....	88 36
For Mountain Cove Township, uncollected tax tickets placed in hands of Sheriff for collection	906 37
Amount due from former Sheriff, levy 1866.....	832 23
For Sewell Mountain Township, uncollected tax tickets from Treasurer delivered to Sheriff...	715 93
Balance in hands of Alexander Anderson, former Treasurer.....	802 54
Total.....	\$5,759 25

Upshur—Settlements not completed.

So far as they have progressed, there has been found due and in arrears from the Township Treasurers.....	\$4,267 56.
Balance in the hands of members of the Boards of Education, and other persons, improperly drawn.....	506 00
Total.....	\$4,773 56.

Berkeley—The committee report as follows: “We have prosecuted our examination so far as to embrace two townships, and take pleasure in reporting that so far we have found no improper or corrupt appropriation of the school funds. We have been informed from reliable sources that in two or three townships, not yet examined, that improper appropriations have been made, and shall examine into the charges fully when we next meet, on the 2d day of January, 1872. So far the great fault we have to find with the subject under our examination, and the great complaint we have to make, is the loose, incomplete and careless manner in which the business of the officers, having control of the school funds, is conducted; and we would, most respectfully yet earnestly, urge upon your Honor, the propriety of adopting some steps to reform this evil, so that any one interested, may upon a few moments examination of the books of the various officers, see and understand their exact condition.”

Monroe—Settlements not complete.

Some officers are in arrear, and two are reported to have overpaid the aggregate sum of.....	\$30 86
Total amount found due to Boards of Education.....	\$559 32

The Committee say: “So far as we can ascertain, we do not think that the school moneys have been wasted or misapplied to any extent in our county, except in Union township. We think in this township that the Board of Education have paid a much greater sum for building purposes than was necessary, perhaps to the extent of \$2,000; but we have not expended time and labor in endeavoring to ascertain particularly the extent of this waste of money, as we verily believe the members of the Board to be wholly irresponsible.”

Gilmer—The following is reported from this county. “The Com-
3—S. R.

mittee have not completed the work assigned them, and are not prepared to return a final report. It has found much obscurity in the records and papers of several of the Boards of Education, and unintelligible settlements with township treasurers and others have been met at every step of the investigations. Much time and labor will be required in order to complete a fair and just settlement. The Committee estimate that from \$300 to \$400 will be saved to the school fund by this proceeding. The sum may possibly be less, possibly more than the above estimate."

RECAPITULATION OF ARREARAGES BY COUNTIES, AND PARTS OF COUNTIES, AS REPORTED.

Lewis.....	\$6,510 06
Braxton.....	8,325 12
Boone.....	1,617 08
Doddridge.....	2,102 09
Grant.....	2,800 00
Pendleton.....	1,795 00
Wirt.....	326 84
Putnam.....	2,869 12
Ritchie.....	7,904 96
Jackson.....	485 82
Pocahontas, (estimated from \$8,000 to \$11,000).....	8,000 00
Fayette.....	5,759 25
Wayne.....	1,637 86
Harrison, (estimated arrearages from \$5,000 to \$10,000).....	2,382 85
Morgan.....	627 88
Nicholas.....	276 91
Upshur.....	4,773 56
Monroe.....	859 32
Gilmer, (estimated from \$300 to \$400).....	300 00
Hardy.....	1,795 09
Wood.....	2,766 98
Total.....	\$62,915 79

While the sum of sixty-two thousand nine hundred and fifteen dollars and seventy-nine cents, is thus found due the several townships in which settlements have been made, on account of school moneys in arrear, and heretofore unaccounted for, it is thought proper to say, that the several Committees in their reports, made to this department to relieve many of the officers found in arrear from the imputation of intentional misapplication, or fraud in the management of the school funds of their respective counties. These delinquencies are attributed chiefly, but not altogether, to the careless, irregular and confused manner, in which the parties in default have heretofore kept their books of account and other school records.

It is to be hoped, therefore, that while by these investigations this large sum of money has been reclaimed, and will be devoted to the sacred purposes for which it was collected, more accuracy will be observed in the future, by those having charge of the school moneys,

in the method of keeping their accounts and other records of school affairs.

But, on the other hand, some of those who have thus been found delinquent, will likely refuse to acquiesce, and refund the school money withheld by them from the proper school authorities, and thereby make it necessary to resort to coercive legal measures against them. This will be promptly done in each case where such necessity shall be found to exist. The law under which these settlements were made amply provides for this contingency.

NOTE.—The several committees who have not yet completed their settlements, will continue their investigations—the recently elected county superintendents taking the places of their predecessors on the committees.

SOME GENERAL REMARKS.

The chief difficulty attending the establishment and maintenance of a State Free School system of Education, in our State, is thought to be found in the unequal diffusion of its population and wealth. Mr. Jefferson, Mr. Madison and other distinguished statesmen of Virginia, in an early period of her history, while urging the adoption of a school system, providing a complete education at the public expense, fully recognized the difficulties and inconveniences incident to the practical working of such a system in sparsely populated counties, but considered them difficulties and inconveniences only, and not as insurmountable barriers to success. They fully recognized the fact that the perpetuity of the political institutions, State and national, founded by them and their noble compeers, depended to a great extent upon the moral training and intellectual development of the youth of the country. The Virginia University founded chiefly under the auspices of Mr. Jefferson, and a recognition of which, alone, at a late period of his life, he desired to have inscribed upon his tombstone, was fostered and patronized as the head of a general system of schools, that was to extend throughout all sections of the State, and reach all classes of society.* This liberally endowed institution,

* Writing to Dr. Priestly, January 27th, 1800. Mr. Jefferson says: "About twenty years ago I drew a bill for our Legislature, which proposed to lay off every county into hundreds or townships, of five or six miles square. In the centre of each of them was to be a Free English School; the whole State was to be laid off into ten districts, in each of which was to be a College for teaching the languages, geography surveying and other useful things of that grade; and then a single University for the sciences. It was received with enthusiasm; but as I had proposed that William and Mary under an improved form, should be the University, and that was at that time, pretty highly Episcopal, the dissenters after a while, began to apprehend some secret design of a preference to that sect. About three years ago, they enacted that part of my bill which related to English Schools, except, that in stead of obliging, they left it optional in the Court of every county to carry it into execution or not. I think it probable that part of the plan for a middle grade of education may also be brought forward in due time."

In his notes on Virginia, Mr. Jefferson again says: "Another object of the revival is, to diffuse y through the mass of the people. This bill proposes to lay off every county

together with academies, to be located in different sections of the State, and maintained by State aid, were to supply the Common Schools with well trained and competent teachers. True, not this, but another and quite different system of education was adopted by Virginia at that time. If, however, in that early day, when the white population of the entire State of Virginia was not equal to the present population of our own State, sparseness of the population of some counties and the unequal distribution of taxable wealth, were not regarded by these sagacious and far-seeing statesmen, as insuperable objections to the

into small districts of five or six miles square, called hundreds, and in each of them to establish a school for teaching reading, writing and arithmetic. The tutor to be supported by the hundred, and every person in it entitled to send their children three years gratis, and as much longer as they please, paying for it. These schools to be under a visitor who is annually to choose the boy of best genius in the school, of those whose parents are too poor to give them further education, and to send him forward to one of the grammar schools, of which twenty are proposed to be erected in different parts of the country, for teaching Greek, Latin, Geography and the higher branches of Numerical Arithmetic. Of the boys thus sent in one year, trial is to be made at the grammar schools one or two years, and the best genius of the whole selected, and continued six years, and the residue dismissed. By this means twenty of the best geniuses will be" * * * * "annually instructed at public expense, so far as the grammar schools. At the end of six years instruction, one-half are to be discontinued, from among whom the grammar schools will be supplied with future masters; and the other half, who are to be chosen for the superiority of their parts and dispositions, are to be sent and continued three years in the study of such sciences as they may choose, at William and Mary College, the plan of which is proposed to be enlarged, as will hereafter be explained, and extended to all the useful sciences. The ultimate result of the whole scheme of education would be the teaching of all the children of the State, reading, writing and common arithmetic; turning out ten annually, of superior genius, well taught in Greek, Latin, Geography and the higher branches of Arithmetic; turning out ten others annually, of still superior parts, who, to those branches of learning, shall have added such of the sciences as their genius shall have led them to; the furnishing to the wealthier part of the people convenient schools at which their children may be educated at their own expense. The general objects of this law are to provide an education adapted to the years, to the capacity, and the condition of every one, and directed to their freedom and happiness. Specific details were not proper for the law. These must be the business of the visitors entrusted with its execution. The first stage of this education being the schools of the hundreds, wherein the great mass of the people will receive their instruction, the principal foundations of future order will be laid here."

In a letter addressed to Joseph C. Cabell, dated January 31, 1814, Mr. Jefferson again says:

"I want to be quiet; and although some circumstances, now and then, excite me to notice them, I feel safe and happier in leaving events to those whose turn it is to take care of them; and, in general, to let it be understood that I meddle little, or not at all, with public affairs. There are two subjects, indeed, which I shall claim a right to further as long as I breathe—the public education and the subdivision of counties into wards. I consider the continuance of republican governments as absolutely hanging on these two hooks. Of the first, you will, I am sure, be an advocate, as having already reflected on it; and of the last, when you shall have reflected."

Mr. Madison, in a letter addressed to Thomas W. Giemer, dated September 6th, 1830, says: "I concur with you entirely in the expediency of promoting, as much as possible, a sympathy between the incipient and the finishing establishments provided for public education; and in the particular expedient you suggest, of providing for a complete education at the public expense. Such a provision made a part of a bill for the 'diffusion of knowledge' in the code prepared by Mr. Jefferson, Mr. Wythe and Mr. Pendleton, between the years 1776 and 1779. The bill proposed to carry the selected youths through the several gradations of schools, from the lowest to the highest, and it deserves consideration whether, instead of an immediate transition from the primary schools to the University, it would not be better to substitute a preparatory course at some intermediate seminary, chosen with the approbation of the parents or guardians. One of the recommendations of this benevolent provision in behalf of native genius is, as you observe, the nursery it would form for competent teachers in the primary schools. But it may be questionable whether a *compulsory* destination of them to that service would, in practice, answer expectation. The other prospects opened to their presumed talents and acquirements might make them reluctant, and, therefore, the less eligible agents."

"It is probable that the case of the primary schools will be among the objects taken up at the next session of the Legislature. I am glad to find that you are turning your attention so particularly to it, and that the aid of the Faculty is so attainable. A satisfactory plan for primary schools is certainly a vital desideratum in our Republics, and is at the same time found to be a difficult one everywhere. It might be useful to consult, as far as there may be opportunities, the different modifications presented in the laws of different States. The New England, New York and Pennsylvania examples may possibly afford useful hints. There has lately, I believe, been a plan discussed, if not adopted, by the Legislature of Maryland, where the situation is more analogous than that of the more Northern States to the situation of Virginia. The most serious difficulty in all the Southern States results from the character of their population and the want of density in the free parts of them. This I take to be the main cause of the little success of the experiment now on foot with us. I hope that some improvements may be devised that will render it less inadequate to its object, and I should be proud of sharing in the merit; but my age, and the unsettled state of my health, my limited acquaintance with the local circumstances to be accommodated, and my inexperience of the principles, *dispositions and views* which prevail in the Legislative body, unfit me for the flattering co-operation you would assign me. The task, I am persuaded, will be left in hands much better in all those respects."

establishment of a State system of free common schools, their pioneer efforts in this direction should inspire with courage and nerve the arms of the friends and admirers of these great patriot statesmen, confirm the doubtful and establish the wavering on the side of popular and universal free education.

The colony of Massachusetts, as early as the year 1647, established a system of free schools. The history of her struggles and triumphs is written by Hon. Horace Mann, one of her gifted sons. An abstract might not be out of place in this connection :

“The institution of a free school system, on so broad a basis and of such ample proportions, appears still more remarkable when we consider the period in the world’s history at which it was originated, and the fewness and poverty of the people by whom it was maintained. In 1647 the entire population of the colony of Massachusetts Bay is supposed to have amounted only to twenty-one thousand souls. The scattered and feeble settlements were almost buried in the depths of the forest. The external resources of the people were small, their dwellings humble, and their raiment and subsistence scanty and homely. They had no enriching commerce, and the wonderful forces of nature had not then, as now, become gratuitous producers of every human comfort and luxury. The whole valuation of all the colonial estates, both public and private, would hardly have been equal to the inventory of many a private citizen of the present day. The fierce eye of the savage was nightly seen glaring from the edge of the surrounding wilderness, and no defence or succor, save in their own brave natures, was at hand. Yet it was then, amid all these privations and dangers, that the Pilgrim Fathers conceived the magnificent idea, not only of a universal, but of a free education for the whole people. To find the time and the means to reduce this grand conception to practice, they stinted themselves, amid all their poverty, to a still scantier pittance; amid all their toils, they imposed upon themselves still more burdensome labors; and, amid all their perils, they braved still greater dangers. Two divine ideas filled their great hearts—their duty to God and to posterity. For the one they built the church; for the other they opened the school. Religion and knowledge! two attributes of the same glorious and eternal truth, and that truth the only one on which immortal or mortal happiness can be securely founded!”

Mr. Mann thus graphically, and no doubt truthfully describes the trials, dangers, difficulties and privations under which his native State inaugurated her system of Free Schools, which now stands pre-eminent among her sister States, and, indeed, throughout the world for its perfectness and practical results, and which now constitutes the chief pride and glory of her people.

It is not intended, however, to ignore or under estimate the difficulties necessarily attending the successful introduction of such a system into the sparsely settled counties of our State; but it is confidently believed that they are temporary, and will speedily be removed by the agency of the system itself, in its practical results upon population and wealth. The history of free schools in other States and countries, and our own observation, fully justify this reasonable expectation. Give to the rural districts, sparsely populated and poor, liberal State aid, send among them enlightened and efficient teachers, by the agency of Normal Schools and otherwise, and in a few short years their virgin forests will disappear, and the earth yield up her heretofore hidden treasures at the command of that population, enterprise and capital, which by such aid and such means you will have attracted to these primeval forests and untrod mountain ranges. Then comes the reward—first, in accents of praise and gladness issuing from more than one hundred and sixty thousand youthful voices; then the consciousness of a high and sacred, social and political duty, faithfully discharged, and shortly afterwards an increased State revenue, reimbursing tenfold the investment made.

But in several of our counties, at this time, the area of territory embracing the necessary population and taxable wealth to maintain a school four months, or more, in the year, is too extended to admit of the attendance of pupils living remote from the school houses, even when these houses occupy the most convenient and central positions in the districts; and to diminish the size of the districts, so as to admit of convenient access by all, necessarily involves a heavy and onerous tax upon the people. It is to be observed, however, that these difficulties and inconveniences are not peculiar to public free schools. In the establishment of private schools, maintained by individual enterprise, the same questions of difficulty arise. If, then, these sections of the State are to have the benefits of schools, public or private these inconveniences will be met with, and must be overcome. In either case the number of scholars attending each school must be comparatively small, and the rate of private tuition or public taxation proportionally large. In these counties and districts, then, the practical question is not, so much, what kind of schools they shall have, as, whether they shall have schools of any kind. The school statistics of our own State, as well as those of all States and countries in which public free schools have been established under government authority, at the public charge, prove that they are the cheapest schools for primary instruction that have been, if not the cheapest that can be, devised. If it be admitted that the education of a people is necessary : *that* their happiness and prosperity, and the safety of the State and its

republican institutions, depend upon the education, intellectual and moral, of its citizens, the difficulties here presented, so far from being causes of discouragement to the friends of popular education, conclusively demonstrate, not only the policy, but the absolute necessity, of encouraging and fostering, by State authority, the establishment of primary free schools in these counties and districts.

MOVABLE SCHOOLS.

In the school law of Sweden it is provided that, "Where, from want of money or other difficulties, a fixed school cannot be established, the instruction can, for a time, be provided in movable schools, with one or more certified masters." Their system is compulsory and efficient. It is thought a useful hint may be taken from this provision of the Swedish law.* It may be worthy of consideration whether in certain sections of our State, the object had in view, would not be promoted by authorizing by legislative enactment, the formation of enlarged districts, embracing two or more school houses, and permitting the school during the year to alternate from the one to the other. This would enable the school to be kept for a longer period during the year. There would be a school for a portion of the time near the homes of the smaller children, and the larger pupils could follow the school, and avail themselves of a longer period of school days in the year than could be otherwise afforded them. It is not thought it would be prudent to make this privilege general. To do so might prove baneful, if not destructive, to greater interests than those proposed to be subserved by the measure. It should be carefully and guardedly confined to the sparsely populated sections. If this suggestion should be adopted, it ought to be regarded as a measure not intrinsically meritorious, but as being called for, and justified, only by the exigencies

*FIXED AND MOVABLE ELEMENTARY SCHOOLS; NUMBER OF CHILDREN WHO HAVE ATTENDED THESE DIFFERENT SCHOOLS.—The elementary school (*folkskolan*) in Sweden is, as before mentioned, divided into two chief kinds: the fixed school (*den fasta folkskolan*) and the movable school (*den flyttanda folkskolan*), local difficulties having caused, that in some places fixed schools have not been established. The number of the fixed schools is nevertheless increasing, so that in 1868, when the whole number of parishes amounted to 2,500, the number of fixed schools amounted to 2,303. Where forests, hills or lakes have hindered the establishing of fixed schools, the instruction has hitherto been carried on in movable schools, many of which have by degrees been changed into fixed schools. In 1865, the number of movable schools amounted to 1,247, or 36 per cent. of the whole number of elementary schools, and in 1868, this number has decreased to 1,206, or 34 per cent. of the elementary schools, while the number of fixed schools had increased from 2,197 to 2,303.

In 1868, when the number of fixed and movable schools amounted to 3,509, of which number, as before stated, 2,303 or 66 per cent. were fixed schools and 1,206 or 34 per cent. were movable schools,—the number of children taught in these two different kinds of schools amounted to 377,955, of which number 200,339 have been taught in the fixed, and 157,616 in movable schools.

Consequently, there is against 100 taught in fixed schools, 75 taught in movable schools. Compared with the proportion between fixed and movable schools for the same year, which was as 100 to 52, it shows that the number of scholars at the movable schools has been, proportionally, considerably greater than the number at fixed schools. During the year, 1868, there was in each fixed school about 87 pupils, and in each movable school 131. It is quite natural that the movable schools, by which instruction is imparted in various places in the course of the year, can receive a greater number of children, but the time of learning for the children at these schools is shorter. Considering the relation between these two kinds of schools in the several dioceses, it is easy to see that there is a very great difference in different parts of the kingdom.

See Official Statement, relative to the Secondary Schools of Sweden, for 1871.

of the sections in which it is permitted, a necessity, not a blessing. Such a modification of the law might remove another serious obstacle to success. It would enable the employment of teachers for a longer term, and an increased salary per month, and thereby command the services of better and more efficient teachers. Where the term is short, and the pay small, such teachers in the locality of the school as will accept the position, are retained. Teaching is a science, and a progressive science, requiring not only a thorough knowledge of the branches of learning to be taught, but skilled experience in the art of teaching them to others. Professional teachers, whose hearts and souls and minds as well as bodies, are devoted to their calling, can not be engaged for short terms and small salaries. Yet such a teacher for one year, in such a locality, would give to the cause of popular education an impetus not easily overcome. Some have not yet realized, or learned to estimate, the vast and immeasurable distance that intervenes between the bad and good teacher.* And this they never will learn till they see the two characters face to face. They have seen the one whose teaching "darkened counsel," retarded, instead of advancing the intellectual development of his pupils, or whose worse morals and pernicious ex-

*The following, from a communication of Dr. Scudder, in "The Occident" of San Francisco, will indicate that even American teachers can learn something from oriental ideas. He says the author of a celebrated grammatical treatise in the Tami language, in one part of his elaborate work, gave his views of a model teacher. As a contrast, he first gave the characteristics of a bad teacher, as incapacity, meanness, envy, the substitute of the false for the true, and the habit of blustering. He goes on:

1. "A bad teacher is like an earthen pot. When he was educated his instructor put science after science into him, in a regular order, as one might put a number of different colored marbles, one after another, in a certain order, into a jug. Being now filled up, he begins to teach others, but the marbles do not come out according to the arrangement in which they went in. They tumble out helter-skelter. He teaches without definite plan, confusedly. His instructions are like the indiscriminate issue of the marbles carelessly shaken out of an earthen pot.

2. He is like a Palmyra tree, which is crowded with sharp-edged incisive leaves. They, who as pupils, try to get fruit from him, cut themselves for their pains. Some fruits which reach the ground, as wind-falls, may be picked up. The man has too much edge to become a good teacher.

3. He is like a crooked palm standing in a garden. It ought to dispense its shade and yield its fruits within the garden to which it belongs, but, instead of that, it crooks its trunk over the wall, and gives its fruit to those who pass by; so the bad teacher, inattentive to his own pupils, displays his learning to gaping strangers.

The good teacher, on the other hand, is described as possessing "good blood, kindness, piety, loftiness of character, erudition, capacities to impart, and knowledge of human nature." He goes on with figures again:

"1. The good teacher must resemble the earth in four particulars. The terrestrial globe is vast, and of bulk unknown. So must his lore be. The earth is strong, shrinks from no weight, and carries its burdens buoyantly. So must he be. The earth is patient; whether birds peck it, or moles bore it, or the hoe smite it, or the plow tear it, it beareth all. So must he endure the diversified provocations which his pupils may bring to bear upon him. The earth is fertile, and yields to the tiller according to his work. So must he yield in exact proportion to the capacity and extractive energies of his scholars.

"2. The good teacher should resemble a mountain in four particulars. It abounds in various products, gems in its crevices, gold in its veins, grain fields on its slopes, forests on its summit, cascades over its precipices. Even so let the teacher's literary accomplishments be exhibited in a rich variety. The mountain never runs away, but stands unalterably firm. Let there be an analogous stability in his learning. The mountain is visible from afar, and is still beautiful when its shape melts to a blue outline on the sky. So let his fair fame be. When the plains are consumed by drought, the mountain, musical with running streams, comes to their help, and gives, although it receives nothing back. Let the teacher manifest a like spirit of gratuitous impartation."

"3. The good teacher is like the beam of a balance in two respects: It banishes doubt by defining to the eyes the exact weight of any substance. The teacher must weigh all the subjects which he handles, show to learners the precise nature of each, expel doubt, and introduce certainty. Two scale-pans are hung to the beam, and it is the function of the beam to be just between them, and declare for the dish that is heaviest, without fear or favor. Let there be a similar impartiality."

"4. The good teacher should be like a flower. Let him imitate the gentle motion of its soft petals. When he teaches, his utterance should be like the fragrance, and his facial expression like the sweet-faced bloom of a morning flower: he will be the indispensable ornament of every festive occasion."—*Report U. S. Commissioner of Education of 1870.*

ample withered, and blighted and destroyed. If, happily, some means can be devised to supplant all such with those whose minds are stored with all useful knowledge, and who have aptitude, native or acquired, or both, to impart to others, and to inspire the youth of the country, whose destiny for time and eternity is, to a great extent, committed to their charge, with an holy ambition to achieve true greatness; whose morals are pure and whose manners are polished, we will then have accomplished much in the direction of the goal of our ambition.

SOME NEEDED MODIFICATIONS.

The forty-fourth section of our school law requires that the Boards of Education shall annually levy such tax on the property of their respective townships, as will, with the money received from the State for the support of free schools, be sufficient to keep such schools in operation for at least four months in the year. The 60th section provides, that "Whenever the county superintendent shall have ascertained that such levy has been made in any township, he shall inform the Auditor thereof and draw his requisition on him in favor of the treasurer of such township or independent school district, for the amount of the State fund to which such township or district is entitled." And by the forty-fifth section no township or independent school district shall hereafter receive any share of the distributable State Fund for free schools in any year in which the levy required by the forty-fourth section has not been made in such township or district." These several provisions of the law were intended to insure the levying of a township and district levy, and at an amount sufficient, together with the State Fund, to keep a school in operation at least four months in the year, in each township and district. The object intended to be attained is laudable, and its attainment indispensable to the success of our system. But our school statistics clearly demonstrate the inefficiency of these provisions of law to accomplish the end proposed. Whether for the want of the proper care and attention on the part of some of our county superintendents, or the want of necessary means of knowledge on their part, it is not now necessary to inquire. The fact exists, however, that in several instances the State school fund has been drawn from the Treasury, in violation of these several provisions of the law, by townships where schools have not been taught four months in the year, or near that length of time. From an examination of Table "F," herewith communicated, it will be seen that in several counties the average duration of their schools was less than three months, and that the general average in all the counties of the State, was a small fraction less than four months—the time required by law. And this, notwithstanding the fact that, in some of the counties, schools were kept

from four to six months, and in the city of Wheeling ten months during the school year. Schools of less duration than four months in a year are a mockery. They "keep the word of promise to our ear, and break it to our hope." And, upon an examination of this table, it will be further found that this delinquency exists principally in the sparsely populated counties. To permit this state of things to remain, or pass over them in silence, would be alike unjust to the friends of popular education, the State, and especially unjust to the citizens of the counties in which these delinquencies occur. Public free schools never will recommend themselves to the favor and affection of a people unless they, at least in some measure, supply their educational wants and necessities. To be taxed by the State, and taxed by the townships, and then taxed to send their children to a private school, or let them grow up in vicious ignorance, is a hard fate for those who are called upon to endure it. Four months in the year is the minimum fixed by our law. The period is too short, it must not be diminished, it ought rather to be increased. The minimum in other States in this country, and in several of the governments of Europe, ranges from five to ten months, and nowhere is it less than four. This is deemed a vital question, and as such challenges our attention. The Legislature heretofore appears to have so regarded it; and by the several provisions of the law above referred to, sought to impel a sufficient levy in the townships and independent school districts, to avoid the evil. But experience has proved the inadequacy of these provisions for the accomplishment of the end proposed. Our sister State, Kentucky—our elder sister whose example in whatever is good and wise, we should be proud and not ashamed to follow, has inserted in her school law a wise and salutary provision on the subject under consideration, that cannot fail in its practical results.* The section referred to is here quoted in full:

SEC. 7. "Whenever a qualified teacher has been employed by the Trustees of any district, to teach the length of time required, to entitle such district to its proportion of the revenue, and a common school has, pursuant to this chapter, been regularly commenced in time to complete a session before the expiration of that school year, and been kept for one half the session, such district shall then, for the purpose of paying the teacher, be entitled to forty per centum of its proportion of the revenue for that year, as previously estimated, and, at the expiration of the session, to the whole amount."

*Another section of the school law of Kentucky reads thus:

"The object of this chapter is to carry into effect the intention of the people of Kentucky, as expressed in the Constitution, in promoting the establishment throughout the State of a system of Common Schools which shall be equally accessible to the poor as to the rich. It is, therefore, declared that no school shall be deemed a 'Common School,' within the meaning of this chapter, or be entitled to any contribution out of the School Fund, unless the same has been, pursuant hereto, actually kept by a qualified teacher for five months, or, if situated in a district containing less than the minimum number of children, for three months, during the same school year, and at which every white child residing in the district, between the ages of six and twenty years, has had the privilege of attending, whether contributing towards defraying its expenses or not."

And by section 12 it is provided, that "Whenever a district shall become entitled to receive its proportion of the revenue, or a part thereof, as provided in Sec. 7, Article, 1, of this Chapter, it shall be the duty of the Trustees of such district to immediately make report thereof, sworn to by them, to the Commissioner." (In our State to the General Superintendent.)

In connection with these provisions, it would be an improvement to our school law to borrow from the "Common School Law," of Virginia, an idea embraced in a section passed by the Legislature of that State Feb. 25th, 1829. This section provided, substantially, that the local school authorities should not expend in any one year, more than the amount of money raised for that year, together with any balance remaining at the end of the preceeding year, nor should they incur any debts for educational purposes, to be paid out of the distribution or levy of any subsequent year, and if they should do so, they were made individually liable to the teacher or other person for the excess.

Negatively, or by implication, our school law may be understood, and so construed, as to prohibit the borrowing of money, or the creation of debts for the purpose of keeping up the schools. By the 25th Section the school year is made to commence on the first day of September in every year, and all reports, accounts and settlements, respecting the Free Schools, are required to be made with reference to the school year. Another section authorizes the borrowing of money on the credit of the *Building Fund*, under certain restrictions. But the law nowhere authorizes the creation of any debt, under any circumstances, to be paid out of any other fund. But, although there is no express authority for it, and the general tenor and spirit of the law is clearly against it, yet the district Trustees, not unfrequently, contract with teachers for amounts of money beyond the capacity of the township boards to pay. And thus a debt is created, the liquidation of which, absorbs a part, and sometimes the whole educational resources of their districts for the succeeding school year. This has frequently occurred, and the practice is most pernicious and ruinous in its effects. No doubt many townships are embarrassed in this way, and the efforts of school officers, and the friends of education paralyzed for the want of the necessary funds to pay some existing debts, contracted without any expressed authority of law, and in violation alike of the spirit of the law and good policy. After a careful review of all the sections of our school law, bearing on the question involved, this department has decided that the district trustees have no authority, under our school laws, to create, and involve the Township Boards of Education, in a debt of any kind beyond the amount set apart to them respectively. But it is believed that this pernicious, destructive and unlawful practice cannot be successfully checked without the express

sanction of their individual liability for the discharge of obligations thus created.

The suggestions here made involve three apparently slight modifications of the school laws of the State, but it is confidently believed that, in results, they would prove eminently practical, efficient and salutary. By the first, a simple method is devised, by which the sparsely populated, and less wealthy sections of the State, may keep their schools in operation at least four months in the year, without subjecting their citizens to local taxation beyond their capacity, and at the same time enable them to avail themselves of the services of better and more accomplished teachers. By the second, would be insured, to almost absolute certainty, a compliance in all the townships of the State, with that provision of our law, which declares, that unless a township levy should be made, sufficient to continue the schools therein at least four months in the year, the township failing to make such levy, shall not participate in the distribution of the State School Fund for that year—a law which as shown by table “F” accompanying this report, has heretofore, been more “honored in the breach than in the observance.” And by the third, it is thought you will successfully provide against an apparent compliance with this feature of the law, by keeping up the schools in a township four months, or more, in one school year, in part, by money borrowed, or debts contracted on the faith of the township levy for the subsequent year. When these ends shall be attained, whether by these or other means, the Legislature will have advanced far toward the accomplishment of the true intent of section 2, act X, of the Constitution, which declares, that “The Legislature shall provide, as soon as practicable, for the establishment of a thorough and efficient system of free schools.”

The observance of human laws, is usually enforced, by the sanction of penalties, and generally by fines and forfeitures. An *ad valorem* tax of ten cents on each one hundred dollars value of property, real and personal, and a capitation tax of one dollar on all male citizens over the age of twenty-one years, are collected annually by the State for educational purposes, in each county and township thereof, without regard to wealth or population; and thus each county and township is required and compelled to contribute its annual quota, to the State School fund, without regard to the views or wishes of its citizens, whether they be for or against a free school system of education. In this, as in all other matters of State concernment, individual opinions, views and wishes, and individual interests, are made subservient to the general welfare. But, while it is made a condition precedent, upon which a township shall receive its quota of the State school fund, *that the additional township levy, required by law shall be made, it*

does not seem to be anywhere expressly directed what disposition shall be made of the quota of such townships as fail to make the levy. The general school fund is apportioned by the State Superintendent among the several counties; by the County Superintendent it is distributed among the townships, and by the township Boards of Education it is sub-divided among the school districts. After these several distributions are made, the Auditor credits the amounts thus apportioned to the several counties and townships. If then a township, from any cause, shall not make the additional levy required by law, it can not draw from the State treasury its quota of the general school fund thus placed to its credit; but, as before stated, what shall become of the money thus distributed, credited and undrawn, is not expressly declared by law. In connection with the several modifications before referred to, it might be expressly directed, that on the 30th day of September in each year, the Auditor shall return to the general school fund of the State, any and all school moneys apportioned for the previous school year, that may on that day be found standing on the books of his office, to the credit of any county or township, because of the failure of such county or township to make the levy required; and that the money so returned to the general school fund, shall be added to the distributable school fund for the next year. In other words, expressly provide, that any county or township that shall fail to make this additional levy, in any year, thereby forfeits to the general school fund, for the benefit of the counties and townships that may make such levy, the amount distributed to it for the year in which its delinquency occurred. This would hold out an additional inducement to the reluctant townships to make the required levy, and would make certain what is now doubtful and left to implication. It is necessary, not only that such monies be returned to the credit of the general school fund, but also that the period should be fixed when the transfer should be made. And the end of the fiscal year of the State, coming one month after the end of the school year, indicates that as a convenient and proper time for this transfer to be made on the books of the Auditor. If the suggestion here made should be approved, it would then become necessary to postpone the distribution of the general school fund, till the first day of October in each year, in order that the Auditor might include these undrawn quotas in the amount reported by him to the General Superintendent for distribution.

INDEPENDENT SCHOOL DISTRICTS.

A number of these have been created by special laws, and at each session of the Legislature, applications for others are made. The usual grounds set forth in the petitions presented, by those desiring

the formation of such districts are, that they desire to establish a graded or high school, and continue the same for a longer period in the year than four months. Such schools, however, are amply provided for in our general school laws. In some of the independent school districts, heretofore established by special laws, the length of term and kind of schools to be kept are not specified, leaving the same provisions of law, on these subjects, applicable to them, that apply to other district schools. And while in others they may be specified, in no case, has an additional levy, by which to maintain a school of a higher grade, and longer term, been required as a pre-requisite to their obtaining their respective quota of the general school fund. In towns and villages, with a school population of one hundred, or more, it is not unusual in other States to grant the privilege of a separate school district, for the purpose of establishing some superior order of schools, and extending the length of the term: but in a State system of free schools, these independent school districts, for common schools alone, are believed to be peculiar to this State. An indiscriminate organization of independent districts is believed to be at variance with some of the most prominent features of our system, and otherwise injurious. If every populous and wealthy neighborhood in the State should be erected into an independent school district, the sparsely populated and less wealthy would be unable to sustain their schools for the minimum time prescribed by law. Our system is based upon the theory, that it is right, morally, socially, politically and religiously, to require the affluent to assist in the education of the children of the less opulent around them.* Ours is a State free school system, as distinguished from the county system, organized many years ago in the State of Virginia. The indiscriminate formation of these independent school

* In the State of Wisconsin, at least until a very recent date, the district school system prevailed. A. J. Craig, Esq., Superintendent of Public Instruction of that State, in his report for the school year ending August 31st, 1869, writes thus:

In order that the advantages of the township systems may be clearly perceived, some of the disadvantages of the present system will be portrayed. Each town is divided into school districts, varying in number from one to sixteen, and averaging about six or seven to the town for the whole State. Each of these districts is a separate, independent republic, accountable to no higher authority, and dependent upon none, except in the matter of the examination of teachers and the annual receipt and expenditure of a small amount of money. The first result of this isolated condition, and consequent separate action is

UNEQUAL TAXATION.

Adjoining pieces of real estate, valued at the same rate by the assessor, are often taxed for school purposes in the ratio of three to one, simply because the size or character of the districts in which they lie is such that to support a school in one it is necessary to levy a tax, with a percentage three times as great as in the other. State, county and town taxes are assessed upon all property in the town on the same ratio or percentage, and thus the burden of supporting the government falls equally upon all who have taxes to pay; but in the matter of education inequality is the law, no two school districts in any town having, as a rule, the same percentage.

It is a foundation principle of our system that the public schools shall be free; that the property of the State shall educate the children, but in carrying out this principle it is not necessary to violate another, which prescribes that taxation shall be uniform, and it is hard to understand how our people have submitted for so many years to the evil of unequal taxation consequent upon district organization. Education is a matter of general interest, and it is not to benefit the parent as an individual, or even for the child's own sake that the State establishes Free Schools. It is because education is necessary to the preservation of our government and institutions—necessary to society and the life of the State, that it claims and has the right to tax the people to support schools, and the burden imposed should be distributed as equally as possible.

districts tends to localize the system by giving to wealthy neighborhoods the exclusive control of their own school funds and schools, regardless of the wants and necessities of the other, and often less favored parts of the townships from which they are taken.

Instances, too, have occurred in which school houses have been erected in a locality by a general township levy, and as soon as this was done, independent school districts have been formed around these school houses thus erected and thus paid for, exempting those for whose immediate benefit they were built, by a general township tax, from a subsequent levy to build school houses in the same township, and for the benefit of the same people who contributed to build the houses in these newly created independent school districts. And thus these independent districts, in some instances, have been, and in future bid fare to become, just causes of complaint and dissatisfaction, even "among those of the household of faith" and good works. The Commissioner of Revenue makes his assessments with reference to the township divisions of his county, and the formation of an independent school district therein involves the inconvenience and expense incident to a separate assessment for such district. It is desirable that there should be uniformity and equality, so far as may be practicable, at least, in the details as well as the outlines of our system; and it is recommended that special privileges should be granted to none except for special reasons, keeping in view at all times the uniformity, equality and symmetry of our system, and its paramount purpose of extending to the children of all the citizens of our State, the inestimable blessing of a free school education.

DISTRICT TRUSTEES.

This feature of our system seems to meet with especial disfavor. It is reprehended and condemned by many, and approved by few, if any. The county superintendents, who as a body, are intelligent and indefatigable in the discharge of their onerous duties, zealous and jealous advocates and friends of the cause of popular education, concur in opinion on this point. When a body of such men, with so much unanimity, and from all sections of the State—men, whose official duties necessarily involve an intimate acquaintance with the practical working of this part of the machinery of our system—speak in such unmeasured terms of reprehension, and recommend some change, it is well calculated to arrest the attention of others. For some time the impression has prevailed, that we have too many school officers, that our system is too cumbersome and complex. It is not unusual for the enemies of a system of any kind, however well matured and perfect

it may be in all its parts, to find cause of complaint, real or fancied. To the murmurings of such, little, if any attention is usually paid; but when both friends and enemies alike are found to concur, as in this instance, the conclusion is almost irresistible, that the public school interests demand some change.

Under our law the township Boards of Education appoint the district trustees—three in each district. Their duties are various and important. Inefficiency on their part, whether arising from their incompetency to discharge, or neglect of their duties, is fatally destructive to the prosperity, if not to the very existence, of the schools under their charge. They appoint the teachers, fix their salaries, and dismiss them for incompetency, neglect of duty, cruelty or immorality. They direct what additional branches may be taught. They may exclude, expel or suspend a pupil. It is their duty to visit the schools, inspect the registers of teachers, and see that they are properly kept; ascertain whether the scholars are supplied with books, and other things requisite for their studies; whether the school houses and grounds, furniture and apparatus, and library, are kept in good order; whether anything injurious to health is suffered to remain about the house or grounds; and whether the school houses are well ventilated and comfortable. They make such examination and inquiry as may be deemed useful, respecting the studies, discipline and general condition of the school, and the conduct and proficiency of the scholars; and give directions, and make such suggestions to the teachers, as will in their opinion, promote the interest of the school, and the health and morals and progress of the scholars. They have charge of the school houses, and everything appertaining thereto, and it is their duty to see that they are kept in good order and repair; and for injuries done to school property, they institute suits in the name of the Board of Education. They suggest and estimate the cost of important improvements of grounds or buildings. They purchase fuel, water buckets, coal-hods, shovels, pokers, stove-pipes and dippers for school room use; and make such repairs on windows, doors, benches, desks, floors, walls, ceilings, and roofs, as may render the houses comfortable. And they are required to keep exact accounts of the expenses incurred by them in the performance of their duties, including the salaries of teachers, designating the fund on which such expenses are a charge, and render the same from time to time to the Secretary of the Board of Education; and thereupon the Board of Education orders the payment out of the proper school fund of their township.

“The trustees, aided by the teachers, shall, in the month of August, make a report to the Secretary of the Board of Education of their township, setting forth in reference to their school district the follow-

ing particulars, that is to say: the number of schools under their charge; the number and condition of school houses; the number of male and female teachers; their average salary per month; the whole number of youths between six and twenty-one years, according to the latest enumeration made for school purposes; the number of scholars who attended the schools during the month; the average daily attendance, distinguishing between males and females; amount paid to teachers; the amount paid for fuel; the amount paid for other school purposes; total expenditures; value and kind of apparatus; number of volumes in school libraries, and their value; with such explanations, remarks and additional information, as the said teacher may deem useful, or as blanks furnished by the General Superintendent of Free Schools may require."

These are some of the important and complicated duties devolved by our law on district trustees. They are given somewhat in detail, to make more obvious the disastrous consequences of total or even partial delinquency on the part of these officers, in the discharge of the multifarious and important duties by law conferred upon them. The County Superintendents, in their intercourse with this department, as above stated, have impressed it with a high sense of their intellectual and moral worth, as well as their devotion to the cause of popular education, and they speak plainly and decidedly on this subject. The following extracts are taken from their annual reports, in order that their views and opinions may be more conveniently seen:

Morgan.—"The present system of trusteeism has proved itself an utter failure, in this county, at least. I would suggest that the Legislature abolish the office of trustee, and have one commissioner in each township, the duty of which would be to employ the teachers, grading their salary by the certificate; and the commissioners from the several townships to form a school board—the County Superintendent being the President—and thus organized to assume all the duties that are devolved upon the present school boards."

Pocahontas.—"The office of trustees should be abolished. Trustees do but very little service, and that little is often badly done."

Preston.—"I regard the trusteeship as a clog to the whole system of Free Schools, a mass of ill-adjusted machinery, requiring more force to move it effectively than to work the system successfully without it—a frequent cause of district bickerings and disputes."

Braxton.—"Some of the township boards have passed resolutions restricting trustees in the salaries to be paid teachers, and have refused to pay teachers the amount to which they were entitled by their agreement with trustees. Some of our teachers have brought suit. This creates unpleasantness between teachers and school officers."

Clay—"My own experience leads me to the conclusion that a single school officer in each township would discharge all the duties required of Boards of Education and trustees, and do it more promptly, and in all cases do it more satisfactorily than it is done under the present arrangement.

Hancock—"With a little change in our law giving the control of all the schools in each township to one board of officers, and a proper execution of the law, still more rapid improvement might be confidently expected."

Lincoln—"It would be infinitely better, in my opinion, to have but one commissioner in each township; pay him a reasonable compensation, and hold him to a strict accountability."

Logan—"There are in Logan county about 165 trustees and school commissioners, all of whom are required to perform some services and make reports without one cent of compensation. Now is it to be expected that this will be done? Nay, verily! For the purpose of securing the required reports would it not be better to have the business pass through the hands of but one man, or fewer men?"

Marshall—"I would respectfully suggest the abrogation of the office of trustee, and the conferring of their present duties on the Boards of Education. By this plan a superfluous number of officers would be dispensed with, a closer attention to the law observed, and better harmony promoted."

Barbour—"I advocate the retention of County Supervision. Repeal that part of the School law creating Trustees, and School Commissioners, and enlarge the powers of the County Superintendent, make his office worthy the vocation with sufficient salary to insure his whole attention."

Fayette—"Our present system of Township Boards, and local trustees, meets with much opposition, and it is becoming quite evident that this mixed up township system ought to be abandoned."

Grant—"If trustees are retained in our schoolsystem, there should be but one in each district, and that his power of appointing and dismissing teachers, and fixing their salaries (which is often so greatly abused) ought to be, if not altogether, curtailed, so as to bring it within the control of the board of education or county superintendent. Give the boards proper power over the trustees and make the superintendent responsible for the doings of the board by giving him a controlling power over the same, and an insight into all its transactions. Trustees need not make any report at all, all the materials are

accessible to the secretaries of the boards, and superintendents would be able to make always complete reports, as all school affairs in the county would pass through their hands; some laws or regulations securing a more general attendance of the youth of the State, are also very much needed."

The township levy is made by the boards of education. They are required to make a levy sufficient, in addition to the State school fund apportioned to their townships, to keep all the schools of their townships in operation at least four months in each year. They make their estimates, and lay this levy. Their estimates are based upon a certain fixed salary for teachers. The trustees, however, employ the teachers and fix their salaries. If the trustees employ a teacher at a higher rate of pay per month, than that estimated by the board of education when the levy was made, the school fund of the township is found deficient, involving the township board in a dilemma; the length of the school term in their township, for that year, must be reduced below the minimum period fixed by law, or a township debt must be incurred to pay the deficit thus created for the pay of teachers; either of which is not only a misfortune to be deplored, but involves a violation of law. But this is not all the evil resulting from this indirect conflict of jurisdiction between the township boards and district trustees. The county superintendent is required to ascertain whether the township levy is sufficient to keep the schools in operation four months in the year, and it is upon his official certificate of that fact the State fund is withdrawn from the treasury and placed to the credit of the township. The township board exhibits to him their estimates and the amount of their levy. The county superintendent reviews them, and considers them sufficient, and files his certificate with the Auditor. After all this is done the district trustees employ their teachers and fix their salaries at a price far beyond the estimates made by the township boards as approved by the county superintendent, and the certificate of the latter is falsified and he is thus involuntarily made *particeps criminis* in an apparent fraud on the State school fund. And this is not of unfrequent occurrence. Harmony of action between the township boards and the district trustees is the exception to a general rule. This indirect conflict of jurisdiction bids fair to be a fruitful source of litigation in our courts. Legislative action appears necessary. It would seem that the law should be multiplied, and their faithful performance of their duties in our free school system, should in some manner be recognized by the people.

In the confident belief that the law should be multiplied in this feature of our system

to which convenient access was had, have been examined with care, with the view, if possible of finding some suitable remedy for the many evils incident to this provision of our present law. And as the result of this investigation and comparison, it is recommended, that, in lieu of three trustees appointed by the Board of Education of the township for each district therein, a commissioner of schools be elected by the people of each school district and that these commissioners thus elected shall constitute the township Board of Education. Confer on this Board the entire control and management of the schools and school interests of the township, and charge each commissioner with the duty of seeing that in all things the school law is faithfully executed and the educational interests properly conducted in the district for which he was elected, and also charge him with the duty of making to his Board all necessary and proper reports touching the schools of his district. Let the township Board thus organized elect an officer, called a township superintendent, who shall be *ex-officio* secretary to the Board who shall be charged with all the duties of the present secretaries of township boards, and in addition thereto, with visiting and supervising the schools and "who shall be the efficient agent of the Board and the connecting link between the county superintendent and the schools." It is thought that a small addition to the amount now paid the township secretaries would ensure for such a position the services of able and efficient officers. The report provided for in the twenty-second section of the school law should be required to be made out by the teachers under the supervision of the district commissioner. The teachers, if they properly keep their registers as now required by the thirty-third section could readily make this report. And then provide that twenty-five per centum of his salary should be retained till he returned to the secretary of the Board such report properly and satisfactory made out. This report should be presented to the secretary at the time he presents an order for the last installment of his salary for the school year. Such a provision would ensure prompt and accurate reports, and would relieve the district commissioner from the discharge of a duty that he might not at all times be well qualified to perform, and which the teacher is presumed to be eminently prepared to discharge. The tardy and inefficient action of these district trustees is believed to be the cause of unnumbered woes.

The General Superintendent complains that the county superintendents delayed their reports: they complain that the secretaries of the township board did not report to them, and they complain that the district trustees could not be induced by the hope of reward or the *fear of punishment* to make the reports required of them, and they

in turn complain that the labor performed by them is more than commensurate with the pay received. It is believed, however, that the difficulty is not exclusively incident to the labor of making up these trustees' reports, but is due, in most cases, to the fact that they have done but little, kept no record of that, and have no data from which to make their reports. By the change proposed, you will rid the system of at least

SEVEN THOUSAND, SEVEN HUNDRED AND ONE

supernumerary officers; will ensure prompt and accurate reports, and will infuse new life and increased vigor into the practical working of the entire system. The election of these district commissioners might be made by district meetings, held some time in the month of August in each year, and let them organize as a township board at the commencement of the school year, on the first day of September following.

RECEIVING STATE SCHOOL FUND—RECEIVING DISTRICT AND TOWNSHIP LEVIES.

The 60th section of the School Law directs that the county superintendent shall draw his requisition upon the Auditor in favor of the township treasurers of such townships as may have made the levy required by the forty-fourth section for the amount of the State school fund, to which such townships are respectively entitled. By the act of March 2, 1870, the office of Township Treasurer was abolished, and it was provided that thereafter the Sheriff should collect all State, county, township, school, road and other public taxes assessed therein; but this act does not provide that the Sheriff shall discharge any other duty theretofore required of the Township Treasurer, or that he shall receive from the State treasury and disburse the school fund set apart to the several townships. And at this time no officer appears to be directly authorized to receive and disburse this fund. The Legislature, however, having conferred on the Sheriff the duty of collecting the township school levy by the same act that abolished the office of Township Treasurer, the State officers interested in the solution of the question involved assumed that it was contemplated that the State school fund, as well as the county levy, should be received and disbursed by the sheriffs of the several counties. The sheriffs were the only officers that, by implication or otherwise, seemed authorized to receive this money from the State treasury. The interests here involved are of too much moment to be left longer to implication. In the absence of any law authorizing the sheriffs to receive this money, should any delinquency on their part occur in its proper disbursement, the question might well arise as to their official liability for such

delinquency. The sheriffs thus receiving the State school fund would, no doubt, be personally liable for all such moneys received by them, but their securities could not be held liable to account for their defaults.

Another question is presented by this act of March 2, 1870. The language used, as above quoted, is broad and comprehensive, and would seem to make it the duty of sheriffs to collect all school levies, that levied by independent school districts as well as that levied in the townships. Previous to the passage of this act a number of independent school districts had been established by special legislative acts, authorizing the election or appointment of district treasurers, and charging them with the collection of their respective district school levies. Independent school districts are not expressly named in this act of March 2, 1870, but the clause above quoted is too comprehensive to admit of judicial construction that they should be exempt from its operation, yet, in many instances, as this department is advised, these district treasurers are collecting the school levies of their respective districts, claiming the right to do so under the special acts creating their districts. If the construction here given the act of March 2, 1870, be correct, the persons now collecting these district school levies are doing so without authority of law, and in case of their default they are only liable to an action for money received for the use of their districts, and not to an action of debt on their bonds, their liability would be individual and not official. Since the passage of the act referred to several other independent school districts have been formed. In these districts the officers designated in the several acts for that purpose, should collect their school levies. In each case no reason is seen why full force should not be given to the last legislative expression on the subject.

Now, if the views here presented of the construction and legal effect of the act in question be correct, the Legislature will be called to designate some officer to receive and disburse the State School fund for the townships and independent school districts created before March 2, 1870, and provide for the collection of the district levies. No good reason is seen why the district treasurers should not collect their respective district levies, and receive from the Auditor their respective quotas of the State School fund. And it is respectfully suggested, that, should the views herein expressed touching the re-organization of the township boards of education, be concurred in and adopted, the officer elected by the Township Board of Education, in addition to the duties heretofore assigned him, might be charged with *the collection of the township levies, receive from the treasury the State School fund, and disburse the same on the order of his town-*

ship board. And let him receive, for collecting the levies, three per centum commission as is now provided for the sheriffs. Such a provision would disconnect the sheriff from the operation of the school law, and place all its machinery exclusively in the hands of school officers. This township officer could conveniently visit and supervise the schools under his charge, and supply the wants of teachers and scholars and have a full view of the general school interests of his township, while collecting these levies: and, withal, the money, when collected would be within the convenient reach of those for whom it is collected and entitled to receive it when due. More importance would be attached to this office, the pay increased, and thereby the services of a higher order of talent and business capacity would be insured for the discharge of its various and important duties. This officer should be required to give a sufficient bond, and when approved by the county superintendent, it should be filed in the office of the Recorder of the county. And it should be made his duty, under a certain and fixed penalty, to be prescribed in the law, to repair, with his books and vouchers, to the office of the county superintendent, on the thirty-first day of August, the end of each school year, and make a complete and full settlement of his accounts for that year; a general summary of which should be made by the county superintendent and forwarded to this department and filed.

ATTORNEY FOR SCHOOL OFFICERS AND SCHOOL INTERESTS.

It is recommended that it be made the official duty of the Prosecuting Attorney for the county to prosecute and defend all actions or suits in which the general interest of the free schools of the State are in any way involved. Such is the law in other States—some of them at least; but it has up to this time been omitted in this; and in many instances school officers are compelled to employ counsel, and pay them out of the school funds of their township, or district, and in others, important school interests have heretofore suffered, and are now suffering for the want of proper legal professional attention. The act of February 28, 1871, providing for a settlement of certain school officers in certain cases, directs notices to be given and suits to be prosecuted against those found delinquent. Some of the committees appointed under this act have made their reports to the clerks' offices of their respective circuit courts; in which they report large amounts of money due and unpaid. But the law referred to does not, nor does any general law, designate by whom or how an attorney shall be retained to recover the money thus found due, and withheld from the several school boards. The power of the boards of education to employ counsel is not doubted; but the interest involved

is so peculiarly the interest of the people of the several counties that the services of the Prosecuting Attorneys should by law be placed at their command.

TOWNSHIP LEVY.

It is important that laws should be expressed in unambiguous language; and especially in relation to questions vitally affecting the interest to which they relate. The true construction of the forty-fourth section of our school law has been the subject of controversy and doubt with many, and withal, has become the source of vexatious litigation in the courts. In several counties the friends of our school system have become discouraged and despondent, and the system itself has been paralyzed by the uncertainty involved in this section, and the delay incident to its solution. In some counties injunctions have been granted, by the courts to township levies made without the "assent of the voters;" and in others, it is believed that school officers have been deterred and restrained from efficient action, in consequence of the uncertain and ambiguous character of this section of our law. If it be true, that the second Section of Article 10 of the Constitution contemplates that the will of the people should be expressed, and their "authority" exercised by a direct vote, on the question of a school levy, in each township in the State, it is far better for all interest involved, that the law made in pursuance thereof, should plainly recognize the fact, and provide the time, place and manner of taking such vote. If, on the other hand, which appears to be the better opinion, the Constitution does not contemplate, or require this, it would surely be an easy task to so modify this 44th section of our school law, as to prescribe some plainly expressed and fixed rule of action, for the several boards of education, on this important subject. Such a modification, it is most respectfully suggested, would not only be wise in policy, and meritorious and right in principle, but would greatly conduce to the advancement of the educational interest of several sections of the State. Let the statute law be plain, certain and unambiguous; and if the true construction of the Constitution be doubtful, let that alone be the subject of judicial interpretation; under our theory of government, each department thereof—the Executive, Legislative and Judicial—expounds the Constitution for itself. This is one of the checks and balances provided in our Constitution, and so much admired by those who formed it. And when questions of doubt arise, touching the true interpretation of any Constitutional expression, it is not only the right, but the absolute duty of each department, to solve the problem for itself, and be governed in its action by its own solution. But, the Supreme Court of Appeals, the highest judicial

tribunal of our State, has recently given implied, if not direct, judicial interpretation to this clause of the Constitution. The case before the court involved, among other questions, the Constitutionality of a levy made for school and building purposes, by the Board of Education, of the independent school district, of Wellsburg, in the county of Brooke. While this decision of this high judicial tribunal was not based immediately upon the forty-fourth section of our school law, yet it is thought that the opinion of, and the conclusion arrived at by the court, will go far, even if it should not be held to be a final adjudication of the immediate question involved, to preclude further judicial controversy as to the power of the Legislature, under the constitution on this subject. In this case, an undivided court says :

“The *mode* prescribed by said act, for raising money for the support of the schools within said district, is not unconstitutional, because the money is levied by the ‘Board of Education’ elected by the voters, who are thus constituted the *authority* of the people in the districts for that purpose.”—[IV Hagans’ Report, page 499.

The attention of this department has been frequently called to this important question. And on the 24th of last September, the General Superintendent published, for the benefit of the school officers interested, his views and instructions in relation thereto, from which the following extract is taken. It was addressed to, and more immediately in reply to a communication received by this department from, a school officer of the county of Hampshire :

The second section of article 10 of the Constitution declares that the Legislature “shall also provide for raising in each township, by the authority of the people thereof, such a proportion of the amount required for the support of free schools therein, as shall be prescribed by general laws.” How the wishes of the people of the township, on the subject of the township levy, are to be ascertained and expressed, or their authority, in this regard, exercised—whether directly by themselves assembled in township meeting, or by a township Board of Education of their own selection, or some other agency created by law—the Constitution does not prescribe. The organic law being silent on the subject, it devolved on the Legislature to provide by statute some specific mode by which the will of the people of each township should be expressed and their authority exercised. If, then, the Legislature has thought proper to provide for each township a separate Board of Education, having general control and supervision of the schools thereof, with power to reflect the wishes and exercise the authority of the people in all other respects touching the interest of free schools, it would seem that the clause of the Constitution now under consideration might not be infringed by the Legislature in providing that this board, elected directly by the people of the township, should, as the authorized agents of the very people by whom it was elected, exercise the authority of that people and make for them and by their authority

their township levy for free schools, without any other sanction than that given by the people of the township, at the time of the election of the members of this board by the free and voluntary suffrage of all, or a majority of the voters of the township. In the view here taken of this question it may be admitted that if the wishes of the people of the township on the subject of this levy for school purposes, should, in any authorized *legal* manner be ascertained and made patent to the Board of Education, it might and likely would be the duty of the board to pay regard to and obey the will of the people of the township. In our government, in theory at least, the will of the people is almost omnipotent, but that will, to be effective, must be expressed in some form prescribed by law.

It is understood that several of our circuit courts have decided that the township boards of education have the power to make this levy without any other "assent of the voters" or "authority of the people" than is given by law and implied by the election of the members composing it, by the people of their respective townships. So long as these decisions are unreversed by higher judicial authority, it seems to me that the school officers of the State can safely act under them. In the meantime, I recommend that the several boards of education proceed to make their levy as heretofore, without regard to any vote that has been or may hereafter be taken in the townships on this subject.

The movement referred to by you is not confined to the county of Hampshire. Several other counties are moving in the same direction. The question heretofore has been, as to the validity of a levy made without first taking the vote of the people of the several townships.

This, as I understand, is the question pending in the Federal and State courts. But it is proposed now to take a new departure, to forestall the action of the township boards of education by a vote of the people, ordered and conducted by those not charged with the execution of the school law, but by those alien, if not hostile to our system of free schools, and at an unusual time. Should they in this way obtain a majority adverse to the levy, and the boards of education should not thereby be deterred from making a levy, the question will then be presented to the courts as to the validity of a levy made after a vote of the township, and a majority of that vote is adverse to such levy. And in this way, too, those unfriendly to a free school system may hope to obtain an expression of popular sentiment against it. I do not know that such are the views and purposes of those moving in this matter in the county of Hampshire. In view of all that has come under my observation on this subject, and after the most mature reflection, I am inclined to believe that the true policy of the friends of popular education is, without regard to when, where, or by whom such a vote may be ordered, to meet the issue boldly and by an active, vigorous canvass exhibit at the polls their full strength. This can be done without recognizing the authority under which the vote is taken or its binding obligation on the boards of education, in their action on the subject, should the vote be adverse to the levy. Until the questions involved shall be definitely settled by the decisions of the higher judicial tribunals of the country, the policy indicated is recommended the more confidently, because no efficient system of free schools can *be maintained* without the sanction of public opinion; and observa-

tion and all history illustrate that the cause of popular education has much to gain and nothing to suffer from investigation and discussion.

TEXT BOOKS.

The fifty-fifth section of our school law prescribes a fixed series of school books to be used "in the free schools throughout the State." The language here used comprehends all classes of free schools—common, graded and high; and a particular text book is prescribed for each branch of study, to the exclusion of all others. Authority is nowhere vested to make any change, however unimportant, in the established series of books. This can only be done by a special act of the Legislature. Frequent and unnecessary changes in text books are to be deprecated, and should be carefully guarded against; but a fixed and unalterable series, except by Legislative enactment, is not thought to be the most wise and salutary expedient that may be devised to avoid the evil. Some of the books named in the series now prescribed by law, after a trial in the free schools of our State, for three years and more, are condemned as defective and unsuitable by many of our best teachers. Pinneo's Primary and Analytical Grammar appears to give general dissatisfaction. Among the practical educators of our State, this book especially seems to have many enemies and no friends. There are some general reasons why other changes should be made in the series of text books established by this section for exclusive use in our free schools. But these are so obvious to those, at least, whose attention has been called to the subject, that it is not thought necessary to specify them here. Nor is it intended or deemed proper here to suggest where the authority to make the required and necessary changes should be lodged; leaving that question, rather, to be determined by the superior wisdom of the Legislature. But that the authority to make such changes in the text books to be used in our schools as our educational interest may require, should be more conveniently provided for, with such safeguards thrown around its exercise as may be deemed proper, is considered important, and is most respectfully and earnestly recommended.

STATE TEACHERS' ASSOCIATION.

The session of this association was held at Re^{the} county of Jackson, on the 27th of last June. It tended, and quite successful in its results. In presence and assistance of several disti^{and} and other States. To its agency m^{impetus} impetus recently given to the cause Of those present not immediately O. S. Long, Esq., the accomplish

Register, a ripe scholar and an active and devoted friend of the cause of popular education. In the absence of the proceedings of the Association officially prepared, an outline is here given from the pen of Mr. Long, and heretofore published in the columns of his paper :

RAVENSWOOD, June 30.

The session of the State Teachers' Association, which has been held here during the past three days has been exceedingly pleasant, instructive and successful. Not having attended former meetings of this Association, I am unable to say how the present session has compared with that of last year or the year before, but judged by itself, it has proved successful in many important respects and cannot fail to be productive of much good.

THE ATTENDANCE

of the public school teachers of West Virginia has not been as large as it should have been, but has been fully up to the most sanguine expectations I had dared to form. About seventy-five out of the three thousand teachers in the State were present, comprising representatives of the free schools in the counties of Hampshire, Monongalia, Taylor, Marion, Ohio, Harrison, Ritchie, Doddridge, Wirt, Wood, Mason, Upshur, Cabell, Lewis, Marshall, Grant, Wayne, Barbour, Pleasants, Jackson, Brooke and Roane. Many of these are county superintendents, and the remainder may fairly be considered as among the most prominent, wide awake and energetic teachers of the common schools. It is probable that the attendance of teachers would have been better had the meeting been held at some point of easier access in the State, and the rapidly increasing interest and importance of our public schools, and the impetus which this meeting of the Association has given to the cause will doubtless stimulate the teachers to a more general attendance in the future.

DISTINGUISHED TEACHERS PRESENT.

There have been present, as lecturers before the Association, several of the most talented and energetic public school men in this State and in the country at large. Chief of these from abroad may be mentioned Hon. E. E. White, of Columbus, former superintendent of free schools in the State of Ohio, editor of the *National Teacher*, and one of the most earnest, devoted and thorough teachers in the United States; Professor F. A. Allen, of Pennsylvania, who has given many years of active and enthusiastic labor to the cause of popular instruction and whose skill in institute work has given him a well earned fame among public school men throughout the length and breadth of the land; and Professor Robert Kidd, of Indiana, the noted elocutionist and teacher of all that pertains to that rarest and most important of all accomplishments, the art of good reading. Beside these eminent gentlemen from other States, the most prominent educators of West Virginia have also participated in the regular exercises of the Association and given to the members the benefit of their large experience. President Martin, of the State University, Rev. Morton, of the Wheeling Female College, Rev. A. D. Williams, late Superintendent of Free Schools,

Professors Crago and Gilchrist, Principals of the State Normal Schools at West Liberty and Fairmont. Professor F. S. Williams, Superintendent of the Wheeling city schools, Professor H. H. Johnson and Miss Harris of the State institution for the Deaf, Dumb and Blind, and many others of scarcely less note as connected with the educational interests of the State have been in attendance and contributed much to the advancement of the good cause in which all are alike engaged.

It was a matter of general regret, and deplored, I am sure, by no one more keenly than he, that Hon. C. S. Lewis, State Superintendent of Free Schools, was detained elsewhere by other official business and was only able to be present at the meeting of the Association on Friday forenoon. His appearance, even at that time, was warmly welcomed and he was chosen President of the Association for the ensuing year. Ex-Governor Stevenson, of the Parkersburg *State Journal* was present and made several very appropriate little speeches; Judge Brown, of Jackson, Major N. Fitzhugh, of Kanawha, and several others also gave the Association words of good cheer and bade the teachers God speed.

REPORT OF PROCEEDINGS.

It is foreign to our purpose in the present letter, and would consume too much space, to present a complete and minute record of even the most important of the proceedings of the State Teachers' Association. A committee was appointed to prepare the minutes for publication, and their report will be given to the public in due time. Suffice it for the present to say that the meeting was organized in the Presbyterian Church in Ravenswood, on Tuesday afternoon, June 27th, Rev. A. D. Williams presiding. The necessary committees were appointed and another session was held in the evening, at which Mr. Williams delivered his inaugural address as President of the Association.

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On Wednesday Professor Crago, of the State Normal School at West Liberty, delivered an address containing some valuable "hints for the school room," Professor Allen lectured on the subject of elementary grammar, and Professor Kidd on elocution. In the afternoon Professor Williams, of Wheeling, read a very interesting paper on the metric system of weights and measures, and the Association was addressed upon various educational topics by Hon. E. E. White and others.

PROFESSOR KIDD AND ELOCUTION.

On Wednesday evening an elocutionary entertainment, to which an admission fee of fifty cents was charged for the benefit of the Association, was given by Professor Kidd. Those who have heretofore heard this distinguished reader can form some idea of the pleasure the audience enjoyed. He was in good voice, in splendid mental and physical condition, and his hearers were es and at times
to uproarious laughter actions in
poetry and prose. ssocia-
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the meeting and always responded cheerfully, and always delighted his hearers. As a delineator of the humorous he has no superiors in his profession, while in tragedy and pathos he has few equals. He lectured eloquently and earnestly before the Association concerning the mode of instructing classes to read, and, at least, succeeded in exciting an unusual degree of interest in the subject—an interest that will probably lead to more thorough and effective work in the public schools.

PRESIDENT MARTIN'S ADDRESS.

On Tuesday morning, Mr. Snowden, of the Wheeling schools, exhibited some interesting chemical experiments before the Association, and addresses upon the mode of government in schools were delivered by Professors White and Allen. In the afternoon an address upon Normal school instruction was delivered by Professor Gilchrist, of Fairmont, brief addresses upon educational topics were made by various gentlemen, and Mr. Kidd gave several recitations. In the evening, President Martin delivered, what seemed to me, one of the best addresses of the whole series. It was upon the subject of religion in the school, and was characterized by great breadth of thought and felicity of expression. He referred to those sects who denounce public schools as Godless, because they are not directly under charge of the church, and, on the other hand, those who denounce parochial schools as narrow and bigoted. He claimed that purely secular instruction should be the main object of our public schools and that where this is taught thoroughly and *lovingly* and where religion is exemplified by all that is honest and true and pure and lovely, it is a slander to call the school anti-Christian, even though the children might not be stuffed with controverted dogmas. For the catechism and creed of the church, for the history and contents of the Bible, we have the family, the Church and the Sabbath School, and so should "render unto Cæsar the things that are Cæsar's, and unto God the things that are God's."

His address was listened to with intense interest by the large audience in attendance. At its conclusion ex-Governor Stevenson, Judge Brown and others were called upon and made brief and appropriate remarks.

CLOSE OF THE SESSION.

On Friday afternoon, addresses were delivered by Professor Johnson, of the Asylum for the blind, by President Morton, of the Wheeling Female College, by Hon. Charles S. Lewis, Major Fitzhugh and several others, and at half-past twelve the whole audience, led by Hon. E. E. White, joined in singing "Say Brothers, will you meet me?" and then adjourned to meet in Fairmont next summer, at a time to be designated by the Executive Committee. Both teachers and audience seemed to be full of enthusiasm. Mr. Snowden, of Wheeling, who weighs about two hundred and fifty pounds, more or less, declared that he "felt happy all over and all through," and at his suggestion three hearty cheers were given for the West Virginia State Teachers' Association. Abundance of wit and good feeling prevailed, and the *meeting will long be remembered with genuine pleasure by all who*

attended, and I have no doubt will prove of substantial service to the teachers in the great work upon which they are engaged.

* * * * *

THE PUBLIC SCHOOL TEACHERS.

The West Virginia teachers who were present presented a very creditable appearance. The ladies were in the majority and give evidence of their qualification and fitness for the work in which they are engaged, and I noticed none of that vinegar visaged race who were the dreaded "school marms" of our youthful days. If there be any of that kind still extant in West Virginia they did not attend the meeting of the Association. The male teachers seemed generally intelligent and earnest. Many of them seemed to be of that sturdy class that work on the farm during the summer, and not merely "keep school" but teach during the winter. Their bronzed faces were lighted up by a good deal of enthusiasm as they listened to the lectures delivered before them, and I doubt not that all present were made better men and women by the lessons and exhortations received at the meeting of the Association.

The common school teachers of West Virginia have a vast work to do. They are to aid in bringing a great State out of the wilderness; they are to assist in founding a prosperous commonwealth upon these mountains and streams; they are to say what manner of men and women shall people this State and sway its destiny. Let us give them what encouragement we can; let all who are laboring for the same great end help each other, and let us all be careful that the work is performed right.

NORMAL SCHOOLS.

The people of the State of West Virginia have inherited from their noble ancestry a commendable State pride. The customs and manners of the fathers are still cherished and revered by the children. They are willing that their children shall receive lessons of instruction in the arts and sciences from those whose civilization is of a somewhat different type; but in all matters pertaining to the domestic and social relations of life, they adhere with filial affection and devotion to the habits and customs of their great forefathers. The school teacher, if intellectually and morally capacitated for his high vocation, necessarily leaves the impress of his own peculiar education, in all the departments of life, upon the character and minds of those whose early education is committed to his charge. In all ages and in all countries, the habits, manners, customs and traditions of the fathers have been dear to the children and canonized in their affections.

As early as the year 1849, the Hon. Horace Mann, whose great mind and heart were deeply imbued with a high regard for the customs and traditions of the Puritan fathers, in an essay on the subject of the free schools of his native State, with a becoming pride of lineage, in the resistless eloquence of his woe, thus writes:

"In surveying our vast country—the rich savannas of the South, and the almost interminable prairies of the West; that great valley where, if all the nations of Europe were set down together, they could find ample subsistence—the ejaculation involuntarily bursts forth: 'Why were they not colonized by men like the Pilgrim Fathers?' And as we reflect, how different would have been the fortunes of this nation, had those States, already so numerous and still extending, circle beyond circle, been founded by men of high, heroic, puritan mould; how different in the eye of a righteous Heaven; how different in the estimation of the wise and good of all cotemporary nations; how different in the vast procession of the generations which are yet to rise up over all those wide expanses, and to follow each other to the end of time;—as we reflect upon these things, it seems almost pious to repine at the ways of Providence; resignation becomes laborious, and we are forced to choke down murmurings at the will of Heaven. It is the solution of this deep mystery, that our ancestry did as much in their time as it is ever given to one generation of men to accomplish, and have left to us and to our descendant the completion of the glorious work they begun."

These are noble sentiments and most eloquently expressed, and worthy, too, of all acceptance among those to whom they were more immediately addressed. But it will be observed, that even by implication, this learned man, who has devoted a long and useful life to the subject of popular education and the amelioration of the condition of all mankind, manifests no disposition to withhold from the descendants of the Cavalier and Huguenot the equal, gracious privilege of speculating upon the probable future of our country, in its more rapid advancement in all that conduce to national greatness, or individual felicity, if haply, it had been so ordered in the inscrutable decrees of Providence, that this western hemisphere should have been peopled alone by the Cavalier or Huguenot, and that their descendants alone should have enjoyed this country and the fullness thereof! And what is an infinitely greater cause of joy and gratulation on the part of those whose parents were born under another sun, and whose habits and customs have been cast in a different mould; this truly great man and wise philanthropist, nowhere interdicts to others the full use of the necessary means to illustrate and develop their respective ancestral types of civilization, and thereby justify the ways of Providence to man! The people of West Virginia, too, intend that the minds of their children shall be favorably impressed and their hearts deeply imbued with the ancient customs, and sacred memories of their own ancestry; and are unwilling that the itinerant school teacher, who has no knowledge and no respect for these, who work for pay alone, and who, when his work is done, as "nominated in the bond," returns with the spoils of his labor to the scenes of his youth in a *distant State*, should be entrusted with the mental, moral and social

education of their children. Our people are unwilling that these sacred memories of the past should be blotted out or ruthlessly disturbed; they incite to that lofty patriotism that nerves the arm of the soldier and quickens the pulse of the statesman. And the friends of popular education in our State, if they would have our free school system recommended itself to the people and become a permanent and successful institution in our midst, should give proper heed, and this in due time, to these patriotic prejudices. The teacher, however, who comes among us to remain with us and be of us will readily assimilate his own to the views and interests of our people. It is not against such that the voice of complaint is raised, or is it of such that mention is here made. We need the educated brain, as well as the developed muscle of other States and countries, and our people gladly receive and bid it welcome without regard to the capacity in which it comes, or its vocation when it shall have made our State its home. But the educational enterprise of other States does not often come among us arrayed in the habiliments of the school teacher to seek here a permanent location. If, then, we would supply our schools with good, worthy and efficient teachers, and such as are acceptable to our people, we must rely chiefly upon those who are native to our soil. Fair wages must be paid for such services, the vocation of the teacher must be elevated in the social scale, the doors of our school houses closed against the unworthy, and none but the accomplished scholar and true gentleman be permitted to take rank in this the noblest of all professions.

The art of teaching does not come by nature. The doors of our Normal schools and State University must remain open to all who have aptitude for the work and are willing to devote themselves to this high and noble and patriotic calling. Prussia and all the other German States—Sweden, Holland, France and England, and nearly all the American States have adopted Normal schools for the training of native teachers, sustained by governmental aid; and all of these governments seem to regard this class of schools as indispensable in the successful management and prosecution of their several systems of common schools. And during the last year, in the several States of this Union, five thousand eight hundred and sixty-four students received instruction in State Normal schools.* We have three of these

In the Normal School, the principles of teaching are taught both as a science and an art, in theory and practice. Teaching here assumes the character of a distinct profession. No profession more imperatively demands a special school for instruction in its appropriate service and methods. The difficulty of the science is equalled only by its importance. It is based on the most comprehensive of all sciences, the philosophy of the mind. It inquires what is the mind? What, more especially, is the juvenile mind? For it is far more difficult to comprehend the mind of the child than of the adult. What are its powers, capacities and organic laws of growth? These laws are as positive and intelligible as those which regulate the growth of a plant. What is the relation of the mind to the body, and the mutual influence of the highest training and activity of each upon the other? What

schools—Marshall College in the flourishing city of Huntington, one at Fairmont in the county of Marion, and the other at West Liberty in the county of Ohio. Their condition is prosperous and promising of good results, and with confidence they are all recommended to your favorable attention and as eminently deserving a continuance of the fostering care of the State.

The Fairmont State Normal School has a very favorable location in the State, is easy of access from all parts, and is surrounded by a numerous and intelligent population. The town of Fairmont has a healthful and picturesque location on the banks of the Monongahela river. The country in the immediate vicinity is well cultivated, rich in coal and other minerals, and abounds in landscapes of surpassing beauty and loveliness. It has cheap fuel, inspiring scenery, healthful air, pure water—yields bountifully by cultivation, and has a population liberal and devoted to the advancement of the material and educational interests of the State. With so rare a combination, of circumstances favorable to the success of an educational enterprise, no good reason appears why it could not be made the seat of a literary institution of honorable rank and commanding influence. The Normal School located there several years since, seems to have had a variety of phases and varied success, but under its present corps of teachers it has acquired new impulses and is giving promise of greater success. The number of pupils is much increased, and the work of the school more systematic and thorough. The results so far, under the present administration of the school, are well calculated to encourage renewed efforts to place the institution on an independent footing, and to afford it every facility for expansion.

are the laws of bodily health as to ventilation, posture, school calisthenics and gymnastics? And the conscience, the most important of all our faculties, intellectual and moral, designed to harmonize them all, when shall its culture begin, and by what means can it be best secured? What is the primary purpose of all intellectual education, to which all means and methods shall be strictly subservient? What is the order, as to time in which the different faculties are to be addressed and developed? What the specific purpose and power of each faculty, and what exercises are most conducive to its beautiful training? What are the various educational forces and instrumentalities? What are the special adaptations of each school study to particular necessities and faculties of the juvenile mind? The teacher, who has duly pondered this question, will no longer employ any text book or science as an end, but only as a means to the higher end of its disciplining some particular faculty or faculties of the mind. A subject or exercise designed to train the perceptive faculties, the imagination, memory, or reflective powers, will be much more likely to accomplish its object when both that permanent end, and the adaptation of the means, are distinctly before the mind. What are the incentives to be employed by teachers? This question includes the philosophy of motive, of influence, and persuasion. What are the sensibilities of the human soul? What emotions should the teacher awaken? What are the natural desires and affections which God has implanted as the impelling forces in our nature, which are the springs of all action, and to which all motives must be addressed? and that regal faculty in which all motives terminate, the will, how shall it be trained to assert and maintain its rightful supremacy; loyal to duty, yet superior to doubt, disdainful of ease, and delighting in labor and achievement? These questions point not to theories and abstractions, but to cardinal principles that can be mastered and applied to given cases and definite results in education, as well as the principles of jurisprudence in the practice of law, or in the administration of justice.

The subjects of school economy, organization, classification, programme of daily exercises, methods of conducting recitations, the history of education, school laws, and the various modes of superintending and managing schools in the different States, also demand consideration in the Normal Schools.—B. G. NORTHUP, *Secretary Board of Education, Connecticut*, 1869.

The present board of instruction consists of Prof. J. G. Blair, M. D., L. L. D., Principal; Miss M. E. Dickey, M. E. D.; George M. Fleming, A. B.; T. C. Miller; Miss Leah Billingsley, and Miss M. Chisler. All of whom are teachers of ample attainments and experience, for the work they have undertaken.

In the arrangement of the course of instruction and training, special reference is had to the immediate demands of the free school work. Public schools in all the States and countries, in which they exist, naturally divide themselves into two classes—the elementary and the advanced schools. There are in the Fairmont Normal School, in accordance with this fact, the following training departments and classes:

First. The Elementary Preparatory Course.

Second. The Elementary Training Course.

Third. The Advanced Preparatory Course.

Fourth. The Advanced Training Course.

Fifth. The Classical Department, which is designed to be self-supporting, and is made a co-ordinate branch in the school in view.

In the execution of such a plan of work, there is a pressing need of a respectable library for the use of normal pupils. The spirit and unanimity of the citizens of Fairmont, in their earnest efforts to bring up to a high rank the Normal School which has been located amongst them, are deserving special commendation; but the work of the school has, up to this time, been somewhat embarrassed for the want of room accommodations. At present there are in attendance between three and four hundred pupils, and the press for house room is so great that the local board has purchased grounds and made arrangements to erect a capacious school building early in the coming spring. This edifice, if the present plan is carried out, will be an honorable exhibit of the spirit and liberality of that community, and is well calculated to encourage the Legislature to meet the remaining deficiencies of the Normal School. Yet, with this enlargement of school room thus provided, it is thought the Normal Department, if carried forward to an amplitude and working condition worthy of our State and its rapidly increasing population, will demand, as its necessities now do, an additional building. This school now, in the most essential sense, requires in view of its increasing patronage, a capacious boarding hall whose interests are identical with those of the school. Ample and well regulated boarding accommodations, and public halls for literary and gymnastic training are deemed essential to the progress and educational power of our normal schools. If it be desirable to maintain these schools it is surely desirable to make them productive of the greatest possible good, and worthy of honorable rank among similar institutions of the country. The building now used for normal school p

poses at Fairmont, is in many respects inadequate to meet the wants of the increasing patronage of the school. In the light of experience, and in view of the educational necessities of the youth of our State, the value of such institutions cannot be reasonably questioned. It is believed it would be wise economy to make the State School at Fairmont as worthy its high guardianship as Marshall College has been made worthy of that exalted State relation. An estimate of the cost of a plain but neatly finished additional edifice, of sufficient capacity to meet the wants of this school, has been made by the resident committee, and is about \$6,000. To meet the current expenses of this school, for the year ending June, 1870, the State contributed \$2,500; and for the year ending June, 1871, only \$2,000; while the number of pupils and the work in the school are much greater in the latter than in the former year. It is deemed important that the appropriation to meet its current expenses for the coming year should not be less than three thousand dollars, a portion of which might, at the discretion of the Board of Regents, be used in purchasing necessary apparatus. The attention of this department has been especially called to the condition, prospects and necessities of this school. In what has been here said, and in the special recommendations made in its behalf, no invidious distinction has been contemplated or intended. Normal schools are regarded and patronized, by other States and countries, as the strong right arm of a well regulated common free school system, and the wants and necessities of each of our three Normal schools, as they may arise, and are made known, it is believed, should be respectfully and maturely considered, and relieved as speedily as the financial resources of our State will justify.

MARSHALL COLLEGE.

The recognized head of our State Normal Schools is under the immediate direction of a full, able and efficient Board of Instruction. Its statistics for the present year exhibit an increased and growing prosperity. Under the fostering care of the State, aided by the liberal patronage of the intelligent citizens of Cabell and adjacent counties, it has already taken high rank amongst kindred institutions of the country.

The State Normal School at West Liberty, too, has entered upon its present school year with an increased number of pupils, giving assurance of renewed prosperity and usefulness. Its Board of Instruction is substantially the same as heretofore, and is able, popular and efficient.

The arrangement on the part of the Board of Regents with the local Common School Boards at Fairmont and Huntington, by which

the schools of those places are placed under the supervision of the respective Principals of the Normal Schools, is still in force, and results seem to justify its continuance. Each school is so arranged as to constitute a series of model schools, thus affording a practical exemplification of the principles and methods inculcated in an efficient course of Normal training. By this plan of work theories are tested by constant practice, and results become apparent. Thus the several departments of these schools are promotive of the interests of each other, and Norman drill and trial drill in the actual work of teaching and handling classes are united, and thus afford special advantages in training teachers for their work. That well arranged model schools should be taught in connection with our Normal Schools to give to the latter the greatest degree of practical efficiency, seems to be the conviction of the best educators in States where ample experiments, in similar institutions, have been made. While, therefore, these Normal Schools are greatly improved by this connection, on the other hand indispensable aid is thus afforded in the work of preparing experienced and trust-worthy teachers for the free schools of our State.

The full normal course which gives character to these schools, and into which all other influences are designed to converge, embraces a thorough analysis of the philosophy of education and educational forces. Such are the principles and methods of teaching school organization and discipline, * and observation and practice in teaching.

To contribute liberally to our normal schools, complete their buildings, and supply all other necessary wants, and thus put it within the power of the Board of Regents, to keep at a minimum the necessary expenses of pupils, would be an investment, which would largely contribute to adorn the character of our State, and secure for her the lasting gratitude of all her youth, who are now asking for increased educational advantages. It may be set down as a general rule, that the class of young persons, who seek normal training, in view of teaching, are able only to gain that education by the strictest economy. And yet, this class of minds in our country, impelled to effort, to gain by mental power and high moral character, that distinction in society, to which they are not heirs by birth, is most zealous in teaching, and most worthy to be trusted with the execution of our generous system of public schools.

* Under a government of law like ours, no subject can be of greater importance, in relation to popular education, than the character of the discipline which prevails in the schools. Obedience to authority, respect for law, and an habitual attendance to the conscientious sense of right, which soon begins to develop itself, even in the mind of a young child constitute the foundation of good citizenship. Virtue, even more than intelligence, is to be means of preserving the free institutions of our country, since the last result of a wide spread venality and corruption, the offspring of unbridled avarice and ambition, would be a recourse to despotism itself, and the surrender of political privilege on the part of the many, in order to obtain the civil rights involved in the security of life and property, which it is the end of all governments to conserve—HENRY KIDDLE, Supt. New York City Schools, 1871.

FREE SCHOOLS.

To foster with becoming liberality our literary institutions, and especially our normal schools, which are designed to supply our population with teachers, whose birth, spirit and habits are native, cannot fail to honor, and give increased popularity to our civil administration.

No charity can be more welcome and cheering to the thousands of our youth, who are comparatively poor in money, but rich in mind, than that which founds and upholds schools of science and art, wherein the dignity of learning and pure thought, and exalted character, are created and happily blended.

It is not easy to over estimate the value of such qualifications contributed by the State to the department of public instruction. Society will honor such contributions with grateful recognition. Thorough, but rapid and practical qualifications, such as well regulated normal schools are designed to impart, are the expressed want of our State, and the demand of our age.

And it is respectfully recommended that two, if not three, additional normal schools be established—one in the northeastern and the other the southeastern part of the State. The cost of these schools to the State would be small compared with their effective co-operative agency in vitalizing our free school system. We cannot have good common schools without good teachers. And these, for the most part, must be obtained from our native population, and educated and trained, under the fostering care of the State, and thus fitted for their high vocation. The annual investment of a few thousand dollars more, in educating native teachers, would yield a larger, and more appreciable dividend on behalf of popular education in our midst, than can possibly be realized from any like investment in bank stocks, Union Pacific Railroad, or even gold interest bearing five-twenty United States bonds.

WEST VIRGINIA UNIVERSITY.

Intimately connected with our common and Normal schools, are the arrangements made by our State for advanced education. Among these, the State University, at Morgantown, deservedly occupies the chief place. For the benefit of those in whose hands this report may fall, and who may not have other sources of information within their reach, it is deemed proper here to give some account of this Institution :

The National Congress having granted to the States a certain amount of land scrip, to aid in founding institutions whose object, in the language of the act, should be "*to promote the liberal and practical education of the industrial classes for the several pursuits and professions of life,*" this State, on condition of establishing and *maintaining* such an institution, received to aid her in so doing scrip for

150,000 acres. The University has an endowment of \$100,000—mainly derived from that source. Fifty thousand dollars have been contributed in grounds, buildings and money by the liberal and enterprising citizens of Morgantown; regular appropriations are also annually made by the Legislature, both for the current expenses and to increase the accommodations and appliances of the University, as its actual wants from time to time require. The Board of Regents consists of eleven gentlemen, one from each Senatorial District, two of whom go out of the Board every year, and their successors appointed by the Governor. The grounds of the University consist of about twenty acres, finely adapted for a college campus. It does not appear from the report of the Regents that any grounds have yet been purchased as authorized and required by Congress for experiments and improvements in agriculture. The buildings are commodious, well contrived and finished, and are already provided with apparatus, library, museum and other necessary appendages. Two State cadets from each Regent's district are required by law to be taught free of charge for tuition, books and stationery. The University seemed to attract but little attention at the beginning; but, under the able Presidency of Dr. Alex. Martin, it has rapidly risen to a first-class position among the scientific and literary institutions of the land. Less than forty students were present at the beginning, while last year's catalogue shows an aggregate of one hundred and seventy-one in attendance. It is thought that the increase so far this year indicates that the attendance will exceed two hundred, over fifty of whom are in the higher classes and departments of the University. The students are well distributed over the State, and several of them are from adjoining States. This large success is, no doubt owing in a great measure to the wise adaptation of the University to the actual wants of the State, and the advanced requirements of education. It is claimed in behalf of this institution that there has been no slavish copying of what others have done, without considering how far their plans and modes were suited to the new soil and atmosphere around them here; that this institution has taken hold of our youth as they are, and in all the elements of a thorough, practical education is rapidly leading them on in walks which promise to be of the greatest advantage to the State. Other elements of success are the character, both as scholars and teachers, of the gentlemen whom the Regents have been able to bring into its service as Professors; the thorough instruction imparted; the high standard of culture established, and the firm but kindly discipline maintained. It is believed that the University has suffered from too frequent changes of instructors, some of whom have remained just long enough to try their "prentice hand"

at such work, and when they began to understand it well enough to be of value, have yielded to the temptation of more remunerative positions elsewhere.

The limited resources of the institution, have no doubt hitherto prevented the Regents from employing the only adequate remedy for this, not the least of the many and serious difficulties which in less skillful hands would have ere now crippled or even wrecked the University. Mention might also be made of the absence of undue influence, from either sect or party, in the inner life of the institution, and the disposition of the people among whom it is located to discourage such establishments as elsewhere proved the ruin of so many students, as among the elements which contributed to secure so largely the support and confidence of all classes of our people. Should these things continue we have every assurance that only time and means are required to realize our fondest expectations of West Virginia University.

It may with much propriety, and some degree of pride, be said that the people of West Virginia have adopted, and are successfully developing the educational ideal of Virginia's great philosophical statesman. We have the common free school for the education of all in the rudiments of an English education, State Normal Schools for the training of teachers, and the University in which are taught the higher branches of mathematics, the classics, and all useful sciences.

IN CONCLUSION.

It may not be generally known, and yet it is true, that all the States of the Union have adopted a free school system of education. In their leading features these systems are the same. They are supported by general State and local taxation, operated and controlled by local agencies, and supervised and directed by State and county superintendency. The object and the prominent means of its accomplishment are the same in all, slight differences appearing only in the several systems. The amendments here recommended do not change or modify any prominent feature of our school system. In its essential parts our school law is fully equal to that of any State or country in which common free schools have been established, and in some particulars it is far in advance of the school systems of many of these States. The amendments proposed refer, mainly, to the minor details, and by which it is hoped to give more harmony and efficiency in the practical workings of its machinery. If the Legislature, therefore, should think proper to adopt some of these suggestions, and neglect others, or indeed, if all should be neglected, and our school law remain as it now is, the cause of popular education in our midst would still progress. It is *now* too deeply and dearly enshrined in the hearts of our people to be

overcome or seriously impeded by unessential irregularities, or inconveniences.

Kentucky, Ohio, Pennsylvania, Maryland, Virginia—each and every State whose territory touches the State of West Virginia, has adopted a free school system of some kind. We are surrounded on all sides by the friends, advocates and patrons of popular State education. Surrounded as we are by a cordon of States, inviting and pressing us forward, we could not, if we would, retrace our steps. The recognized claims of humanity, the dictates of an enlightened and liberal statesmanship, alike forbid a backward movement. Each common free school teacher in our State is a practical and efficient commissioner of immigration. Our twenty-two hundred and sixty-four, and more, public school houses, whose doors are open to all, scattered throughout the length and breadth of the State—situated in cities, towns and villages, in fertile valleys, and in our rich mineral mountain gorges, are so many refreshing springs on the great highway of emigration, inviting industry, enterprise and capital to stop on their journey and repose in our midst. They not only attract population and wealth, but are co-laborers in all the departments of science and industry that tend to the felicity of a people or the greatness of a State.

Very respectfully, your obedient servant,

C. S. LEWIS, *General Superintendent.*

STATE OF WEST VIRGINIA.

AUDITOR'S OFFICE,

CHARLESTON, October 30, 1871.

HON. C. S. LEWIS,

General Superintendent of Free Schools :

SIR : I transmit herewith a statement showing the condition of the
School fund made up to the 1st day of September ult., and an abstract
of the accounts thereof in my office.

Very respectfully.

E. A. BENNETT, *Auditor.*

THE SCHOOL FUND.

*Exhibit of Amount, and Description of Investments on Account of the
School Fund, on 1st September, 1871.*

1871.

Sept. 1.	Stock in First National Bank of Fairmont.....	\$50,000 00
	Stock in Parkersburg National Bank.....	40,000,00
	Stock in First National Bank of Wellsburg.....	18,800 00
	Stock in National Bank of West Va., at Wheeling.....	30,000 00
	United States registered Central Pacific Railroad Bonds.	
	No 2,037 dated August 2, 1866, Interest from July 10, 1866.....	1,600 00
	No 2,038 do do do do do do	1,000 00
	No 2,039 do do do do do do	1,000 00
	No 2,040 do do do do do do	1,000 00
	No 2,041 do do do do do do	1,000 00
	No 2,042 do do do do do do	1,000 00
	No 2,043 do do do do do do	1,000 00
	No 2,044 do do do do do do	1,000 00
	No 2,045 do do do do do do	1,000 00
	No 2,046 do do do do do do	1,000 00
	No 2,047 do do do do do do	1,000 00
	No 2,200 do January 22, 1868, do January 1, 1868	1,000 00
	No 30 do do do do do do	5,000 00
	No 251 do do do do do do	10,000 00
	No 252 do do do do do 1867	10,000 00
	United States registered Union Pacific Railroad Bonds.	
	No 1,982 dated Jan. 21, 1869, interest from Jan. 1, 1869	10,000 00
	No 1,525 do do do do do do	5,000 00
	No 235 do March 13, do do February 10 do	10,000 00
	No 236 do do do do do do	10,000 00
	United States 5-20 bonds.	
	No 492 dated Jan. 15, 1870, interest from Jan. 1, 1870.	500 00
	No 2,123 do do 13 do do do do	1,000 00
	No 2,124 do do do do do do	1,000 00
	No 2,125 do do do do do do	1,000 00
	No 653 do 15 do do do do	5,000 00
	No 847 do do do do do do	10,000 00
	Certificates United States 5-20 stock.	
	No 714 dated Feb. 18, 1871, interest from Jan. 1, 1871	500 00
	No 2,837 do do do do do do	1,000 00
	No 2,838 do do do do do do	1,000 00
	No 2,839 do do do do do do	1,000 00
	No 2,840 do do do do do do	1,000 00
	No 228 do do do do do do	5,000 90
	No 1,051 do do do do do do	10,000 00
	No 1,052 do do do do do do	10,000 00
	No 11,519 do March 6, do do do do	100 00
	No 11,520 do do do do do do	100 00
	No 11,521 do do do do do do	100 00
	No 24,030 do do do do do do	1,000 00
	No 7,180 do do do do do do	5,000 00
	No 10,302 do do do do do do	10,000 00
Total amount invested to date.....		\$275,100 00

FREE SCHOOLS.

The Treasury in account with the School Fund to first September, 1871.

1870.	September 1	To balance in Treasury uninvested	1871.	January 31	By warrants issued by order of board, Jan., 1871	\$32,269 46
	20	To receipts during September, 1870	January 31	"	March "	525 82
October	31	"	March	"	"	12 00
November	30	"	April	"	April "	2,068 92
December	31	"		Balance per contra		
1871.						
January	31	"	January 31			
February	28	"	February			
March	31	"	March			
April	30	"	April			
May	31	"	May			
June	30	"	June			
July	31	"	July			
August	31	"	August			
September 1	To balance in Treasury uninvested					\$35,787 40
						\$2,960 92

*Statement showing the condition of the School Fund on the first day of
September, 1871.*

1871.		
September 1	Total amount invested in stocks and bonds, as shown in schedule "A" herewith submitted.....	\$275,100 00
September 1	Balance in the Treasury uninvested at this date, as shown in schedule "B" herewith submitted.....	2,969 92
	Total.....	\$278,069 92

AUDITOR'S OFFICE,
CHARLESTON, Oct. 30, 1871.

I certify that the foregoing is correct.

E. A. BENNETT,
Auditor.

STATISTICAL TABLES,
COMPILED FROM THE
RETURNS OF THE COUNTY SUPERINTENDENTS,
SHOWING THE
CONDITION OF THE FREE SCHOOLS
IN
WEST VIRGINIA,
DURING THE SCHOOL YEAR ENDING AUG. 31, 1871.

EXPLANATION OF THE STATISTICAL TABLES.

TABLE A—Showing the receipts and disbursements in each county.

TABLE B—Showing the expenditures of the Building Fund in each county.

TABLE C—Showing the number and value of school houses and other school property.

TABLE D—Enrollment of youth between the ages of six and twenty-one years and the number attending school.

TABLE E—District schools and the number and grade of certificates.

TABLE F—Number of teachers; number months taught; average number of months taught; number of pupils.

TABLE G—Age of pupils; salary of teachers; number of township officers and visits from officers.

TABLE H—Amount of township levies; balance on hand and apportionment.

TABLE I—Showing the apportionment of State School Fund for the school years commencing September 1, 1870, and September 1, 1871; the enumeration of youth for the same years between the ages of six and twenty-one years; the amount disbursed during the school year ending August 1, 1871, and the amount due the several counties October 1, 1871.

TABLE K—Showing the value of the real estate and personal property in each township; number of youth between the ages of six and twenty-one years in each township for 1871; and the distribution of the State School Fund of 1870 amongst the townships.

NOTE—For the reasons elsewhere stated these tables do not present a full and complete view of the condition of the free schools in many of the counties of the State. The general aggregate in many instances falls far below the true figures. It is hoped, however, that in the next annual report of this department, it will not be necessary to make a similar explanation.

FREE SCHOOLS.

TABLE A.
Showing the Receipts and Disbursements of the School Fund in each County.

RECEIPTS FOR SCHOOLS.					EXPENDITURES FOR SCHOOLS.						
COUNTY.	From State.	From Levy.	From other sources.	Total.	Salary to Teachers.		Paid to Sec'taries of Board.	Paid for Apparatus.	Commission.	Contingencies.	Total.
					Males.	Females.					
Barbour.....	\$8,517 26	\$4,769 41		\$8,286 07	\$92,680 20	\$117 00	\$90 00	\$41 69	\$48 93		\$2,086 73
Berkely.....	6,525 96	19,487 46	\$1,736 32	27,744 74	13,058 50	3,672 50	137 50	47 03	943 10	\$1,439 14	19,297 74
Boone.....	2,378 91	2,235 92		4,613 83	3,355 07	280 95	110 00	3 06	112 09	77 68	3,889 40
Braxton.....	3,538 50	4,183 31	722 75	8,444 56	3,265 63	414 06	83 00		362 13	175 98	4,242 74
Brooke.....	2,869 60	15,301 20	4,672 27	22,783 07	1,276 43	2,297 00	80 00	181 10	292 91	4,202 69	3,364 13
Cabell.....	3,523 08	6,014 67	258 09	9,745 75	5,072 00	1,024 00	125 00	106 00	75 00	27 10	6,489 10
Calhoun.....	1,769 28			1,769 28							
Dallas.....	1,023 91	218 19		1,242 10	948 73	69 00	49 50		57 04	17 00	1,132 27
Doddridge.....	81,394 53	\$1,940 58		\$3,335 11	3,323 83	720 00	90 00	117 00		100 73	4,261 36
Fayette.....	63,365 42	92,283 65	16 35	2,456 04	\$4,237 56	\$401 94	\$100 00		9 20		4,748 70
Gallimer.....	2,173 77	7,094 90	187 79	9,456 36	2,157 75	719 25	100 00				2,977 00
Grant.....	84,653 96	3,749 90		8,403 86	6,840 00	\$128 66	\$82 00	\$6 90	\$153 81	\$21 77	1,233 14
Hancock.....	2,647 91	10,265 13	709 03	13,425 69	1,325 50	1,042 00	150 00		264 12	216 50	2,990 22
Hampshire.....	2,187 07	7,171 55	463 30	9,821 92	3,689 94	1,370 00	95 00		45 71	230 20	5,430 85
Hardy.....	\$1,541 00	\$1,944 76	1,169 50	4,656 26	\$1,732 00	\$748 00	\$25 00		\$130 64	\$211 30	\$3,146 90
Harrison.....	8,881 32	22,532 01	1,648 02	33,061 34	15,945 35	3,330 43	289 00	1,648 91	1,816 21	22,612 32	32,812 32
Henderson.....	5,947 55	9,146 48	109 00	15,203 03	8,697 60	1,255 00	125 00		307 32	248 35	11,196 57
Jackson.....	6,553 32	3,453 30		10,208 71	6,174 00	1,667 40	\$150 40		58 93	86 09	* 5,136 52
Kanawha.....	11,382 46	\$4,290 91	\$14 00	15,697 37				4 00	24 99	85 60	204 49
Lewis.....	5,606 00	7,112 00	892 00	13,600 00	7,441 67	438 33	125 00		512 00	112 89	8,620 89
Linton.....	3,161 44	7,343 44		10,504 88	4,495 05	\$120 00	100 00			18 00	\$4,733 00
Lynch.....	3,006 02	1,007 17		4,013 19	4,000 92	\$281 27	100 00				\$4,379 39
Martin.....	8,008 32	20,489 38	3,074 00	31,571 70	10,550 70	4,308 33	200 00	76 00	275 22	622 85	15,934 10
Mason.....	29,476 31	\$6,858 11	\$535 95	\$9,870 37	4,993 44	3,385 00			539 72	774 14	6,367 30
Meigs.....	8,907 16			8,967 16							
Morgan.....	1,030 14										
Nichols.....											
O'Dowd.....											
Parker.....											
River.....	3,919 77			3,919 77							

TABLE A—Continued.

COUNTY.	RECEIPTS FOR SCHOOLS.				EXPENDITURES FOR SCHOOLS.						
	From State.	From Levy.	From other sources.	Total.	Salary to Teachers.		Paid to Secretaries of Boards.	Paid for apparatus.	Commission.	Contingencies.	Total.
					Males.	Females.					
Mineral.....	\$ 3,085 75	\$ 6,520 00	\$ 39 36	\$ 6,565 11	\$ 4,043 00	\$ 704 00	\$ 145 00			\$ 90 14	\$ 4,982 14
Monongalia.....	7,041 97	14,789 48	181 35	22,012 80	11,473 75	1,245 00	200 00	\$ 200 00	\$ 450 46	231 11	13,790 32
Morgan.....	2,252 24			2,252 24							
Morgan.....	91,778 48	\$3,613 79		\$5,392 27	3,367 68	420 96	91 00		98 83	3,253 24	7,311 71
Nicholas.....	2,611 76	\$2,657 48		\$4,069 24	\$3,361 30	150 00	104 00	60		78 66	2,694 56
Ohio.....	\$2,068 85	\$7,564 36	192 76	\$9,825 97	\$3,162 00	\$1,715 00	60 00			\$276 99	\$5,203 39
Wheeling City.....	9,757 23	\$54,762 97	14,385 24	78,905 44	10,237 50	10,325 00	660 00		1,789 26	3,096 73	35,008 49
Wheeling City.....	3,465 81	\$2,307 50	\$124 94	\$5,902 25	3,885 11	75 00	110 00	14 40	29 58	87 28	4,201 37
Pennsanta.....	1,901 62	\$1,829 32	400 00	\$4,130 94	1,638 33	700 00	140 00	14 00	113 87	257 97	2,864 17
Pennsanta.....	1,916 23	4,328 57		6,844 80	13,569 66	2,421 00	173 00	86 50	940 11	404 93	17,595 20
Preston.....	7,062 06	9,963 94	82 42	17,107 82							
Putnam.....	4,249 20			4,249 20							
Raleigh.....	2,333 36	\$940 60		\$3,273 96	2,367 57		121 00		151 73	27 50	2,697 80
Randolph.....	1,897 64	4,048 99	1,000 00	\$6,946 63	2,828 00	650 40	181 00		102 97	128 64	3,899 61
Ritchie.....	4,814 59	\$10,183 44	6 25	\$15,004 28	3,872 80	4,124 50	100 00		116 45	281 92	8,305 67
Roane.....	4,024 97	8,325 54		12,350 51	6,343 49	435 00	146 00		408 06	69 00	7,439 55
Roane.....	No report										
Summers.....	\$2,179 31	\$6,826 49	\$823 00	\$9,828 80	3,939 60	1,402 85	75 00		240 50	393 65	7,251 60
Taylor.....	1,088 24	\$660 25	26 00	\$1,774 49	986 00	75 00	53 00			11 00	1,130 00
Tucker.....	4,151 90	6,548 35		10,700 25	5,529 91	532 00	75 00	4 50	138 83	305 33	6,982 57
Tucker.....	\$3,778 58	\$9,014 90	\$390 62	\$13,154 10	4,166 56	2,170 98	125 00	125 00	380 28	195 85	7,163 97
Wayne.....	5,398 81	\$7,509 31		\$12,908 12	7,211 66	936 00	125 00		184 00	392 68	8,769 16
Wayne.....	992 32			992 32	\$162 00	\$42 00	45 00				\$249 00
Wetzel.....	5,104 15	13,238 54		18,342 69	8,686 29	1,281 99	140 00		240 07	220 97	10,569 32
Wetzel.....	2,390 35	7,311 02		9,611 37	3,310 00	1,063 00	154 00	75 00	216 40		4,834 40
Wood.....	11,647 82	32,624 22	4,439 92	48,712 25	12,912 25	25,186 82	403 33	109 00	300 73	385 67	39,357 70
Wyoming.....	\$1,233 83			1,233 83							
Total.....	\$212,711 38	\$384,100 69	\$25,257 47	\$622,069 44	\$236,885 04 ^{2/3}	\$91,457 18 ^{2/3}	\$6,160 66	\$1,274 60	\$12,258 22	\$17,649 50	\$365,685 21

Numbers marked thus * denotes that they are incomplete.
†New county, formed by an act of the last Legislature.
‡School and building fund.

TABLE B.

Showing the Expenditures of the Building Fund in each County.

COUNTY.	EXPENDITURES.						Total.
	For land.	For Houses.	For rent.	For repairs.	Furniture	Interest.	
Barbour.....	\$ 225 00	\$ 7,401 43		\$ 6 25			\$ 7,632 68
Berkeley.....	*2,309 50	1,103 00	\$ 166 50	578 30	\$ 48 10		4,225 40
Boone.....	50 00	908 41		109 00			1,067 41
Braxton.....	7 00	671 46	5 50	24 60			708 56
Brooke.....	250 00	4,231 25		368 30	273 28		5,123 83
Cabell.....	507 00	2,111 19	12 00	291 55	110 00		3,019 74
Calhoun.....		626 00					626 00
Clay.....		5,438 16	14 00	7 50	250 00		5,854 66
Doddridge.....	*145 00	1,405 30		1 00			1,425 30
Fayette.....	19 00						
Gilmer.....		885 66	19 00	327 93	87 90		1,465 49
Grant.....	145 00	4,470 00	60 00	120 00	220 00		5,070 00
Greenbrier.....	200 00	2,963 83	21 75	179 44	72 20		3,247 22
Hampshire.....	10 00	1,797 46		767 50			2,829 96
Hancock.....	265 00	987 00	9 00	72 60	27 25		1,445 85
Hardy.....	*350 00	4,824 14	1,200 00	47 76	89 77		8,193 67
Harrison.....	220 00	3,340 19	117 50	169 67	209 15		3,856 61
Jackson.....	20 00	450 00	181 00	887 83	336 25		1,870 08
Jefferson.....	15 00						
Kanawha.....	*119 00	*6,888 46		*133 25	*117 00		*7,257 71
Lewis.....	312 79	2,180 92	119 40	178 50	312 00	\$ 49 00	3,152 61
Lincoln.....		820 00		43 75			863 75
Logan.....	20 00	4,894 50		44 00			4,938 50
Marion.....	1,155 00	7,079 31	70 00	261 48	509 00		9,074 79
Marshall.....		1,816 30	25 00	100 00			1,941 30
Mason.....							
McDowell.....							
Mercer.....							
Mineral.....	569 75	1,939 00	51 33	484 05	185 00		3,229 08
Monongalia.....	210 00	4,935 36	65 25	212 00	15 00		5,437 61
Monroe.....							
Morgan.....	12 75	813 50	38 50	20 50	25 25		910 50
Nicholas.....	4 00	1,533 50	2 00	11 05			1,560 55
Ohio.....		5,250 00		40 37	28 00		5,313 37
Wheeling City.....	2,503 45	31,018 84	662 00	1,151 75	437 17	76 95	35,748 16
Pendleton.....	83 55	542 50		198 65	39 90		864 60
Pleasants.....	150 00	1,730 00	64 60	42 50			1,987 10
Pocahontas.....	21 75	948 85	20 00	54 02	146 40		1,191 02
Preston.....	15 00	3,806 74		747 10	220 00		4,773 84
Putnam.....							
Raleigh.....		20 00		2 50	1 25		23 75
Randolph.....		1,124 56		22 00	35 00		1,181 56
Ritchie.....		1,469 97		97 00	389 50		1,956 47
Roane.....	64 00	11,933 66	500 00	61 15	538 80		12,697 61
Summers.....							
Taylor.....	40 00	1,448 00	58 37	818 57	496 95		2,256 89
Tucker.....							
Tyler.....		2,528 50	50	85 32	18 60		2,632 92
Upshur.....	118 00	3,877 57	16 90	539 63	25 87		4,377 97
Wayne.....	20 00	3,543 00	154 00	117 13	196 00		4,030 13
Webster.....	25 00						25 00
Wetzel.....		1,600 00	8 00	364 40	68 14		2,040 54
Wirt.....	40 00	3,134 27	101 25	445 84	43 00		3,764 36
Wood.....	9,220 00	22,892 46	126 00	338 72	466 62	136 67	33,180 47
Wyoming.....							
Total.....	\$19,457 54	\$173,392 34	\$ 3,794 35	\$ 9,774 41	\$ 5,358 35	\$ 262 62	\$212,033 51

Numbers marked thus * denotes that they are incomplete.

FREE SCHOOLS.

TABLE C—Continued.

COUNTY.	SCHOOL HOUSES.						VALUE OF SCHOOL PROPERTY.					Total value of school property.	
	Frame.	Stone.	Brick.	Log.	Whole number.	Number not yet Completed.	Value of Land.	Value of School Houses.	Furniture	Library.	Apparatus		
													Number built this year.
Mercer.....	16		2	5	23	10	\$857 75	\$11,805 00	\$1,286 00				\$13,948 75
Mineral.....	58		1		59	1	1,518 25	46,328 50		\$14 00	\$375 00		48,255 75
Monongalia.....													
Monroe.....	18			6	24	1	220 00	6,971 00	250 00		25 00		7,566 00
Morgan.....	8			27	35	5	37 00	5,186 00	73 00		7 10		5,303 10
Nicholas.....	29		1		30		\$1,450 00	\$26,200 00	\$3,200 00				30,850 00
Ohio.....	2		7		9	1	33,000 00	100,000 00	11,500 00		1,000 00		145,600 00
Wheeling City.....	22			34	56	2	485 50	12,565 00	915 00		213 00		13,263 50
Pendleton.....	22			4	26	2	185 00	4,825 00			14 00		1,024 00
Pleasants.....	13		2	17	32		554 50	8,832 40	1,100 00		55 00		10,541 99
Pocahontas.....	91		1	5	101	1	1,300 00	40,647 00	996 00		67 50		43,100 50
Prescott.....													
Putnam.....													
Raleigh.....	15			26	41	1	831 00	11,019 00	182 00		200 00		12,852 25
Randolph.....	27			7	34	5	1,020 00	25,854 58	556 00		224 00		27,654 58
Ritchie.....	1			5	63	3	319 00	16,304 00	1,139 00				17,792 00
Roane.....													
Summers.....	34		1	2	37		2,415 00	27,071 50	1,350 50		60		30,967 85
Taylor.....	4				6	2		5,258 68					
Tucker.....	28	2		11	55	5	650 00	22,010 00	192 00				23,454 00
Tyler.....	42			3	41	3	785 00	19,330 20	642 50	14 40			20,972 10
Upshur.....	3			45	48	5	805 00	12,971 00	990 50				14,826 50
Wayne.....	1			2	3								
Webster.....	32		1	34	67	4	80 00	24,075 00	300 00				25,235 00
Wetzel.....	24		9	9	33	2	875 00	16,690 00	319 00		80 00		17,964 00
Wirt.....	78		2	12	92	14	11,825 00	48,550 00	1,689 87	553 00	311 00		63,028 87
Wood.....													
Wyoming.....	1				25								
Total.....	1127	10	6	829	2050	112	\$91,424 28	\$973,293 08	\$42,606 40	\$1,214 40	\$4,788 10		\$1,013,326 20

Numbers marked thus * denotes they are incomplete.

TABLE—D.

Enrollment of youth between the ages of six and twenty-one years, and number attending school.

[illegible]

TABLE E.
Districts, Schools and Number and Grade of Certificates.

COUNTY.	SCHOOLS.				EXAMINATION AND GRADE OF CERTIFICATE.								
	Districts.	High.	Graded.	Common.	Total.	No. 1	No. 2	No. 3	No. 4	No. 5	Number rejected	Number of applicants	Number Granted
.....	69				64	16	25	10	1	3			56
.....	41		1		43	4	6	13	10	16			49
.....	12				38	2	4	4	8	7			25
.....	84				46	2	4	4	8	7			48
.....	23		3		24	22	17	6					62
.....	34				45	22	16	12	12				
.....	15												
.....	16				15			5	6	1			12
.....	57				43	10	11	16	3				40
.....	38				53	6	9	10	13	1			39
.....	35				39	8	11	14	3				36
.....	38				38	7	9	6	8	10			40
.....	64				84	2	27	16	5	1			51
.....	24				82	1	14	27	14	8			64
.....	93		1		21	7	24	3					54
.....	14		1		17		1	6	6	2			16
.....	74		2		100	17	36	37	7	3			100
.....	93				102	18	25	22	11				83
.....	23				72	18	24	10	1				44
.....	111		62		277	39	37	23	4	8			110
.....	59	1			63	13	21	11	2				47
.....	27				45	6	10	11	14	7			52
.....	49				48	6	6	12	15	4			43
.....	78	1			83	36	33	17	4	9	3	108	146
.....	90				44	25	40	28	2				95
.....	70												
.....	23												
.....	31				12	3	4	6	3	1			17
.....	80		1		27	27	7	11	10	3			33
.....					76	27	26	7	2				62

TABLE E--Continued.

COUNTY.	DISTRICTS.		SCHOOLS.			EXAMINATION AND GRADE OF CERTIFICATES.							
	Number of School Districts.	High.	Graded.	Common.	Total.	No. 1	No. 2	No. 3	No. 4	No. 5	Number rejected	Number of applicants	Number Granted
Monroe.....	13			25	25	25	14	5	1				45
Morgan.....	38			26	26	5	10	7	4	1			29
Nicholas.....	39			39	39		5	7	10				31
Ohio.....			2	28	30	14	19	8		1			42
Wheeling City.....			17	9	16	23	33	9					65
Pendleton.....	27			56	56	2	2	10	27	17			58
Pleasants.....	18			26	26	9	7	9		2			27
Pocahontas.....	26			30	30	2	6	10	5	4			27
Preston.....	95	1		103	104	13	42	50	9	3			117
Putnam.....	80												
Raleigh.....	46			30	30	4	6	11	8	15			43
Randolph.....	46			40	40	6	7	5	10	3			31
Ritchie.....	70			76	76	4	21	23	18	8			74
Roane.....	60			64	64	12	12	23	10	3			60
Summers.....													
Taylor.....	42		2	40	42	25	22	5	6	2			54
Tucker.....	6			14	14		5	4	3	2			14
Tyler.....	56		1	55	56	14	30	29	0				79
Upshur.....	50	*	2	45	47	10	22	14	8	3			57
Wayne.....	54			62	62	9	20	13	7	7	2		66
Webster.....	10					1	3	3	2	2			8
Wetzel.....	59			67	67	16	35	15	5				72
Wirt.....	33			35	35	10	7	4					21
Wood.....	86		17	92	109	19	37	50	19	5			130
Wyoming.....	32					1	6	10	15	2			34
Total.....	2,339	3	48	9,272	2,323	534	908	667	324	173	5	108	2,506

Numbers marked thus * denote they are incomplete.

†Grammar.

TABLE F.
Number of Teachers—Number Months Taught, and Number of Pupils.

COUNTY.	TEACHERS.			MONTHS TAUGHT.				NUMBER OF PUPILS STUDYING.							
	Males.	Females	Total.	Months by Males.	Months by Females.	Total.	Average No. of Months Taught.	Orthography.	Reading.	Writing.	Arith- metic.	Geogra- phy.	English Gram'r	Algebra	Other Branches
Barbour.....	61	3	64	194.50	9	203.50	3.18	1,926	1,420	988	847	370	311	35	60
Berkeley.....	41	11	52	274.25	65	339.25	6.57	1,486	1,404	1,276	832	615	442	3	11
Boose.....	37	2	39	106.66	8	114.66	2.94	736	505	264	158	58	57	3	3
Braxton.....	40	6	46	120	15	135	2.83	1,108	830	484	349	111	122	3	5
Brooke.....	21	16	37	128.80	60.33	189.13	5.11	7528	465	1363	1266	1158	1151	28	28
Cabell.....	42	17	59	141.50	38	179.50	3.04	1,285	980	666	1295	294	335	1	1
Calhoun.....	14	1	15	29.70	3	32.70	2.18	1112	754	140	17	114	15	12	1
Clay.....	34	8	42	104	27	131	3.12	939	901	485	329	73	102	1	1
Doddridge.....	50	5	55	149	18	167	3.03	910	901	599	329	171	239	6	6
Fayette.....	32	4	36	96	12	108	3.00	470	404	325	177	104	56	5	14
Gilmer.....	36	6	42	139	13.50	152.50	4.09	1239	1214	1184	122	156	178	5	9
Grant.....	61	11	72	245	50	295	3.20	1,095	1,087	932	647	197	213	15	28
Greenshire.....	58	6	64	198	17	215	5.43	1290	1241	1180	139	170	150	20	14
Hampshire.....	15	8	23	87	38	125	5.43	1340	1355	1275	180	188	175	43	43
Hancock.....	13	25	38	52	24	76	3.94	3,859	3,460	2,398	2,012	572	573	19	22
Hardy.....	95	25	120	374.30	98.50	472.80	3.94	3,859	3,460	2,398	2,012	572	573	19	22
Harrison.....	27	92	119	240	74.50	314.50	3.42	1,882	1,664	1,261	1,144	465	344	19	22
Henderson.....	23	6	29	147	46	193	4.21	1,427	1,219	791	183	362	222	51	51
Jackson.....	39	5	44	150	11	161	4.71	1,497	1,219	791	183	362	222	51	51
Jefferson.....	55	18	73	292	52	344	4.71	1,594	1,219	791	183	362	222	51	51
Kane.....	43	31	74	146.66	14	160.66	3.40	836	575	331	255	76	153	29	7
Kenton.....	44	3	47	132	9	141	3.00	1415	1113	1113	112	14	122	148	144
Letcher.....	67	29	96	296	180	426	4.43	3,810	3,323	2,216	2,750	767	650	969	969
Logan.....	37	10	47	161.50	28	189.50	4.23	1,536	1,339	1,068	995	324	301	11	11
Madison.....	37	10	47	161.50	28	189.50	4.23	1,536	1,339	1,068	995	324	301	11	11
Marshall.....	37	10	47	161.50	28	189.50	4.23	1,536	1,339	1,068	995	324	301	11	11
Meigs.....	37	10	47	161.50	28	189.50	4.23	1,536	1,339	1,068	995	324	301	11	11

TABLE F—Continued.

COUNTY.	TEACHERS		MONTHS TAUGHT.				NUMBER OF PUPILS STUDYING.								
	Males.	Females	Total.	Months by Males.	Months by Females.	Total.	Average No. of Months Taught.	Orthography.	Reading.	Writing.	Arith- metic.	Geogra- phy.	English Gramm'r	Algebra	Other Branches
Mineral.....	34	5	39	133.50	21	154.50	30.5	202	161	100	100	25	21	4	.....
Monongalia.....	71	8	79	294	41	335	4.24	2,736	2,406	1,815	1,368	612	679	22	44
Moravia.....	24	3	27	96	12	108	4.00	648	621	554	469	136	100	5	213
Morgan.....	30	3	33	94	7.50	101.50	3.07	776	583	420	216	44	87	.....	.....
Nicholas.....	17	16	33	100.40	77.50	177.90	5.39	449	488	386	253	207	178	26	138
Ohio.....	13	32	45	130	520	650	1,000	2,589	2,188	1,663	2,265	777	305	90	1,067
Wheeling City.....	55	4	59	206	8	214	3.62	1,139	1,077	879	219	189	169	.....	71
Pennsion.....	19	7	26	59	21	80	4.00	612	488	350	98	78	73	.....	2
Petersburg.....	24	7	31	87.50	19	106.50	3.43	637	599	449	330	83	149	.....	35
Pocahontas.....	96	14	110	351.50	49	400.50	3.64	3,027	2,626	1,933	1,122	273	525	50	.....
Preston.....	37	1	38	100.90	3	103.90	27.3	798	373	310	187	20	64	.....	.....
Raleigh.....	29	10	39	97	35	132	3.38	1,055	864	698	362	172	283	40	39
Randolph.....	330	58	388	98	98.70	196.70	3.39	1,264	1,229	868	450	1,355	1,164	.....	.....
Ritchie.....	66	4	70	206.50	13	219.50	3.43	1,667	882	428	308	74	34	.....	.....
Roane.....	313	58	371	111	43	154	4.53	1,073	1,218	836	236	131	141	19	31
Summers.....	13	1	14	16	6	22	1.54	246	165	100	68	17	52	.....	.....
Taylor.....	55	10	65	208	34	242	3.61	1,769	1,500	1,091	666	103	158	104	.....
Tucker.....	63	22	85	124	73	197	3.58	1,661	1,521	1,130	952	1,240	1,273	116	36
Upshur.....	63	10	73	237.75	28.50	266.25	3.64	1,779	1,250	463	379	141	117	2	5
Wayne.....	67	9	76	223	7	230	3.23	1,112	1,112	567	448	214	207	14	.....
Webster.....	52	9	61	223	44	267	4.37	2,118	1,864	572	398	172	168	.....	.....
Wetzel.....	29	11	40	93	38	131	3.27	964	4,016	3,220	1,878	1,647	983	101	40
Wirt.....	638	48	686	335.83	264.75	600.58	3.04	400	600	300	200	30	25	.....	.....
Wyoming.....	34	1	35	102	102	204	102	400	600	300	200	30	25	.....	.....
TOTAL.....	1,951	517	2,468	7,721.75	2,538.28	10,260.03	38.4	60,342	43,026	56,527	24,317	102,63	104,16	697	3,084

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ed thus † denote they are incomplete.

TABLE G.
Age of Pupils—Salary of Teachers—Number of Township Officers, and Visits from Officers.

	AVERAGE AGE OF PUPILS.		AVERAGE SALARY OF TEACHERS.			OFFICERS.			VISITS.			
	Males.	Females.	General Average.	Males per Month.	Females per Month.	General Average.	Clerks.	Commissioners.	Trustees.	County Sup'rs.	Other Officers.	Total.
.....	13.40	11.80	14.40	\$29 55	\$.....	\$129 55	7	21	207	42	139	181
.....	11.50	10.00	10.75	47 45	56 66	47 44	7	21	123	.....	.....	.....
.....	11.00	11.40	11.20	31 37	34 00	32 68	5	15	36	21	75	96
.....	12.00	11.00	15.50	27 29	27 60	27 40	4	12	252	45	67	112
.....	11.60	10.88	11.44	.....	.....	139 76	3	9	69	11	92	103
.....	11.33	10.66	10.99	25 96	26 84	31 40	5	15	102	33	34	67
.....	12.00	12.00	12.00	31 63	20 00	25 81	4	12	45	.....	.....	.....
.....	11.25	10.75	11.00	32 09	24 93	28 50	6	18	171	8	31	30
.....	12.30	11.20	11.70	128 44	122 33	127 50	4	12	114	21	69	90
.....	12.00	10.75	11.38	25 75	18 50	22 12	4	12	105	52	110	162
.....	12.50	12.00	12.25	135 00	132 16	133 32	3	9	114	4	28	32
.....	12.00	12.00	12.00	.....	.....	132 65	10	30	.....	28	52	80
.....	12.80	12.80	12.80	29 20	29 30	29 25	6	18	192	14	120	134
.....	12.25	11.75	12.00	42 41	36 05	36 23	4	12	72	27	100	133
.....	11.19	11.70	11.45	133 00	131 00	132 00	3	9	45	36	36	72
.....	12.00	10.00	11.00	42 63	33 94	38 28	10	30	294	.....	189	189
.....	11.87	10.12	10.99	36 24	24 87	30 40	6	15	221	22	72	94
.....	10.73	10.85	10.29	42 00	36 25	30 12	5	15	22	22	8	25
.....	11.66	10.33	11.00	.....	.....	.....	10	30	333	424	113	177
.....	12.70	12.00	12.35	30 00	30 00	30 00	6	12	182	40	112	162
.....	11.00	12.00	11.50	30 31	29 03	29 67	7	21	81	17	174	189
.....	12.00	11.00	11.50	35 04	33 14	34 09	5	15	147	30	28	58
.....	12.80	12.40	12.60	137 00	8	24	234	34	145	145
.....	137 00	9	27	270	38	139	177
.....	10	30	210
.....	3	9	69
.....	7	21	30
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Greenbrier.....
Hampshire.....
Hancock.....
Hardy.....
Harrison.....
Jackson.....
Jefferson.....
Kanawha.....
Lewis.....
Lincoln.....
Logan.....
Marion.....
Marshall.....
Mason.....
McDowell.....
Mercer.....

FREE SCHOOLS.

TABLE G—Continued.

COUNTY.	AVERAGE AGE OF PUPILS.		AVERAGE SALARY OF TEACHERS.			OFFICERS.			VISITS.			
	Males.	Females.	General Average.	Males per Month.	Females per Month.	General Average.	Clerks.	Commissioners.	Trustees.	County Sup'ts.	Other Officers.	Total.
Mineral.....	13.00	11	13.00	39.03	30.37	39.66	7	7	21	83	34	90
Monongalia.....	12.62	11	12.12			34.70	7	7	21	240	63	252
Monroe.....										135		315
Morgan.....	13.00	11	12.50	135.08	135.00	35.04	6	6	18	30	29	42
Nicholas.....	12.34	11	11.50	25.12	21.43	23.28	6	6	18	114	23	90
Ohio.....	10.50	10	10.10	146.50	135.00	40.75	5	5	15	93	24	56
Wheeling City.....	10.00	10.6	10.05	78.75	37.16	57.95	6	6	18	378	103	481
Wendenton.....	12.83	11.33	12.08	34.71	25.00	29.90	6	6	18	81	37	326
Pleasants.....	13.00	12.00	12.50	27.76	33.33	30.54	6	4	12	54	30	84
Pocahontas.....	12.25	11.00	11.63	29.31	25.11	27.21	4	4	12	78	22	106
Preston.....	11.33	11.75	11.54	38.72	27.50	33.14	8	8	24	285	57	279
Putnam.....							6	6	18	75	29	79
Raleigh.....	11.50	11.00	11.25	33.34		33.34	6	6	18	75	29	79
Randolph.....	11.62	11.08	11.35	29.15	18.83	23.49	9	9	27	138	34	103
Richie.....	10.00	10.00	10.00	37.58	41.76	39.67	4	4	12	210	46	145
Roscoe.....	11.41	10.25	10.83	30.98	33.46	32.22	7	21	21	180	42	126
Summers.....	No report.											
Taylor.....	11.33	11.33	11.33	135.40	137.21	136.38	9	27	27	126	30	82
Tucker.....							3	9	9	16	10	26
Tyler.....			13.66			33.00	6	6	18	68	39	166
Upshur.....	12.60	12.00	12.00	33.60	23.60	29.60	6	6	18	150	65	199
Wayne.....	12.00	11.00	11.50	30.81	33.43	32.13	5	15	15	162	35	224
Webster.....						22.60	3	9	9	33	22	60
Wetzel.....	13.50	12.25	12.87	38.50	29.13	33.81	6	6	18	177	43	133
Wirt.....	12.71	11.43	12.07	35.56	28.10	31.84	7	21	21	99	22	111
Wood.....	11.20	10.80	11.00	38.87	91.30	65.09	10	30	30	258	56	389
Wyoming.....				25.00		25.00	5	15	15	90	35	800
Total.....	11.85	11.20	11.52	34.95	32.13	32.69	324	975	7,057	1,649	5,696	7,345

Numbers marked thus † denote they are incomplete.

TABLE H.

Amount of Township Levies—Balance on Hand and Apportionment.

COUNTY.	TOWNSHIP LEVIES.				BALANCE ON HAND AND APPORTMENT		
	No. of c'ts for build'g	No. of c'ts for school.	Amount for Building.	Amount for School.	Balance on Hand.	Apportion'd to Whites.	Apportioned to Colored.
Barbour.....	39.28	30.83	\$4,503 28	\$3,616 41	.....	\$3,223 00	\$222 00
Berkeley.....	6.15	15.43	5,640 30	15,431 38	\$2,380 09	6,831 43	753 06
Boone.....	21.23	44.00	1,049 24	2,622 67	.....	.....	.....
Braxton.....	29.00	18.75	2,088 04	2,273 07	2,466 98	4,961 60	109 92
Brooke.....	30.33	31.36	7,115 95	8,185 25	1,089 56	4,949 73	114 79
Cabell.....	13.33	40.00	1,912 72	8,364 98	1,013 42	27,052 97	324 63
Calhoun. No report.	.....	.....	.....	.....	.....	.....	.....
Clay.....	42.50	30.00	1,516 21	1,044 17	223 21	399 69	.....
Doddridge.....	38.00	30.00	2,470 42	1,630 03	.....	1,760 00	.....
Fayette.....	30.00	28.00	2,138 42	3,750 08	.....	24,474 43	242 62
Gilmer.....	28.33	28.32	.....	.....	.....	.....	.....
Grant.....	16.66	23.33	2,278 29	4,895 08 1/2	418 45	3,309 49	142 01
Greenbrier.....	24.37	15.55	6,666 86	14,841 98	267 95	244 25	276 71
Hampshire.....	20.00	23.18	4,433 03	5,843 00	2,433 60	22,418 23	380 54
Hancock.....	21.40	23.75	3,490 60	4,768 24	277 55	.....	.....
Hardy.....	25.00	12.00	.....	1,944 76	271 00	.....	.....
Harrison.....	22.12	22.63	28,892 71	14,153 18	1,839 94	20,438 86	321 00
Jackson.....	16.00	40.00	4,290 70	8,519 78	1,378 38	11,321 56	.....
Jefferson.....	10.50	9.80	641 98	4,420 68	621 60	1,088 52	628 62
Kanawha.....	20.12	26.66	2,639 40	10,756 78	1,628 30	23,093 54	306 06
Lewis.....	.....	.....	.....	.....	.....	.....	.....
Lincoln.....	26.06	42.00	.....	.....	.....	134 75	.....
Logan.....	245.00	42 00	1,775 34	1,813 62	.....	.....	.....
Marion.....	27.14	32.50	10,002 67	12,058 67	2,858 20	17,571 42	200 80
Marshall.....	30.00	29.00	6,926 18	6,056 10	1,224 80	24,988 44	.....
Mason. No report...	.....	.....	.....	.....	.....	.....	.....
McDowell.....	.....	41.33	.....	.....	.....	.....	.....
Mercer. No report...	.....	.....	.....	.....	.....	.....	.....
Mineral.....	18.57	20.71	5,271 50	5,150 00	945 99	22,913 00	490 88
Monongalia.....	22.50	20.00	8,399 58	27,297 34	.....	11,422 44	157 80
Monroe. No report...	.....	.....	.....	.....	.....	.....	.....
Morgan.....	18.36	30.00	1,108 74	2,504 15	632 05	24,176 63	155 36
Nicholas.....	28.00	25.00	1,363 38	1,118 53	.....	22,742 23	.....
Ohio.....	21.50	38.00	8,055 64	8,532 09	390 18	26,384 51	889 06
Wheeling City.....	25.00	25.00	28,397 04	28,397 04	.....	38,021 20	720 86
Pendleton.....	16.75	25.40	2947 05	2,212 77	1,902 71	23,708 65	275 98
Pleasants.....	41.00	33.35	2,025 68	2,164 49	651 55	22,441 72	.....
Pocahontas.....	15.00	21.00	2,255 95	9,919 65	4,333 87	4,691 65	260 14
Preston.....	30.00	35.00	7,101 27	10,138 68	382 73	16,658 73	235 21
Putnam. No report...	.....	.....	.....	.....	.....	.....	.....
Raleigh.....	20.00	35.00	2667 00	1,451 84	933 94	22,839 46	244 00
Randolph.....	20.00	18.00	1,877 56	1,890 59	2,877 85	6,367 71	6 98
Ritchie.....	25.00	41.00	3,518 26	5,715 10	2,122 62	.....	.....
Roane.....	31.71	43.57	3,514 30	4,823 24	1,146 31	7,430 57	10 81
Summers. No report.	.....	.....	.....	.....	.....	.....	.....
Taylor.....	23.20	24.56	1,186 55	3,498 75	.....	22,614 22	294 67
Tucker.....	15.00	30.90	2282 00	4,461 16	245 54	23,513 02	17 00
Tyler.....	31.00	34.16	24,920 00	6,927 14	32 76	.....	.....
Upshur.....	30.40	31.25	5,282 45	4,047 30	1,305 79	24,080 17	292 18
Wayne.....	32.50	32.00	4,807 85	4,729 85	.....	.....	.....
Webster.....	27.50	10.00	.....	.....	.....	.....	.....
Wetzel.....	36.00	45.00	7,187 82	6,034 72	4,132 62	.....	.....
Wirt.....	36.33	48.57	4,233 25	4,671 82	219 98	5,691 07	720 00
Wood.....	34.00	33.60	13,277 05	20,200 54	5,271 00	56,336 17	.....
Wyoming.....	35.00	25.00	.....	.....	.....	.....	.....
	27.39	29.90	\$196,050 15	\$277,877 23	847 44	77,449 88	.....

Numbers marked thus § denote they are incomplete.

TABLE 1

Showing the Apportionment of State School Fund for the school years commencing September 1, 1870, and September 1, 1871—The enumeration of youth for the same years—The amount disbursed during the school year ending August 31, 1871, and the amount due the several counties October 1, 1871.

COUNTY.	Amount apportioned for the year 1871.	Enumeration of youth for the year 1871.	Amount apportioned for the year 1870.	Enumeration of youth for the year 1870.	Amount disbursed during the year 1871.	Amount due Oct. 1, 1871.
Barbour.....	\$ 3,967 82	3,783	\$ 5,504 26	3,783	\$ 5,735 24	\$ 3,736 84
Berkeley.....	5,086 89	4,850	6,426 73	4,840	6,531 72	4,981 84
Boone.....	1,819 98	1,735	2,378 92	1,635	2,507 91	1,690 29
Braxton.....	2,549 90	2,431	3,538 56	2,432	3,649 50	2,438 90
Brooke.....	2,090 56	1,993	2,809 60	1,931	2,977 60	1,922 56
Cabell.....	1,690 44	2,565	3,798 00	2,611	3,799 00	2,690 44
Calhoun.....	1,344 90	1,282	1,769 28	1,216	1,819 28	1,294 90
Clay.....	948 47	904	1,332 78	905	1,397 78	883 47
Doddridge.....	2,906 48	2,771	3,785 91	2,602	3,470 82	3,221 57
Fayette.....	2,690 44	2,565	3,622 95	2,436	3,709 93	2,603 46
Gilmer.....	1,930 10	1,840	2,456 04	1,688	2,755 04	1,630 54
Grant.....	1,603 90	1,529	2,173 77	1,494	2,294 38	1,483 29
Greenbrier.....	4,125 13	3,933	5,882 56	4,043	5,704 04	4,303 65
Hampshire.....	2,722 95	2,596	2,648 10	1,820	2,908 10	2,372 95
Hancock.....	1,594 50	1,524	2,192 68	1,519	2,292 68	1,494 50
Hardy.....	2,056 87	1,961	3,013 30	1,961	1,916 22	3,153 95
Harrison.....	6,417 70	6,119	8,881 32	6,104	9,039 92	6,259 10
Jackson.....	4,478 57	4,270	6,007 69	4,129	6,176 64	4,309 62
Jefferson.....	4,783 76	4,561	6,553 32	4,504	6,753 32	4,583 76
Kanawha.....	8,750 13	8,343	11,381 46	7,823	11,582 46	8,590 13
Lewis.....	4,227 92	4,031	5,696 32	3,915	5,880 24	4,044 00
Lincoln.....	2,490 14	2,374	3,461 44	2,579	3,591 37	2,360 21
Logan.....	2,105 25	2,007	3,006 03	2,066	3,060 57	2,050 71
Marion.....	5,595 49	5,335	8,008 32	5,504	8,208 32	5,395 49
Marshall.....	6,103 08	5,819	8,113 08	5,576	8,113 06	6,103 10
Mason.....	6,687 24	6,376	8,907 16	6,163	9,161 16	6,493 24
Mercer.....	2,053 86	1,958	3,919 77	2,515	4,042 72	1,930 85
Mineral.....	2,147 20	2,047	3,046 77	2,094	3,208 75	1,985 22
Monongalia.....	5,062 72	4,827	7,068 39	4,858	7,268 37	4,862 74
Monroe.....	3,155 05	3,008	2,252 34	3,267	2,577 21	2,830 08
Morgan.....	1,618 63	1,543	2,057 47	1,414	2,228 35	1,447 65
McDowell.....	742 92	708	1,030 14	708	1,117 13	655 93
Nicholas.....	1,950 03	1,859	2,611 72	1,795	2,824 19	1,747 56
Ohio.....	2,268 65	2,163	4,573 06	3,143	4,773 08	2,068 88
Wheeling City.....	8,359 58	7,971	9,757 23	6,675	9,757 23	8,359 58
Pendleton.....	2,485 94	2,370	3,465 81	2,382	3,549 81	2,410 94
Pleasants.....	1,416 22	1,350	1,930 78	1,327	1,965 77	1,381 23
Pocahontas.....	1,359 59	1,296	1,916 23	1,317	2,017 73	1,258 09
Preston.....	5,911 16	5,636	7,934 11	5,453	8,133 68	6,711 59
Putnam.....	3,144 56	2,998	4,249 20	2,921	4,449 20	2,944 56
Raleigh.....	1,789 57	1,706	2,333 82	1,654	2,531 26	1,592 03
Randolph.....	2,927 64	1,933	2,764 50	1,894	2,958 50	1,833 64
Ritchie.....	3,495 89	3,333	4,814 59	3,309	5,014 59	3,295 89
Roane.....	3,188 61	3,040	4,088 65	2,810	4,120 02	3,157 14
Summers.....	2,060 16	1,964	.....	.....	.....	2,060 16
Taylor.....	3,356 41	3,200	4,529 41	3,113	4,676 41	3,209 41
Tucker.....	784 87	748	1,088 34	748	1,213 34	659 87
Tyler.....	3,312 36	3,158	4,529 41	3,133	4,606 41	3,235 36
Upshur.....	3,086 88	2,943	4,273 33	2,937	4,473 37	2,886 84
Wayne.....	3,706 47	3,591	5,051 76	3,472	5,350 76	3,647 47
Webster.....	716 71	683	992 31	682	1,135 31	673 71
Wetzel.....	3,727 46	3,554	5,104 14	3,508	5,104 14	3,727 46
Wirt.....	1,658 48	1,581	2,300 35	1,581	2,406 09	1,552 74
Wood.....	7,072 21	6,743	10,529 83	7,237	10,728 17	6,873 87
Wyoming.....	1,407 83	1,342	2,099 39	1,351	2,099 39	1,323 83
Total.....	\$ 174,896 02	166,746	\$233,142 03	162,432	.....	.....

TABLE K.

Showing the value of the Real Estate and Personal Property in each Township; the number of youth between 6 and 21 in each Township for 1871, and the distribution of the State School Fund of 1870 among the Townships.

BARBOUR COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youth in each township between the ages of 6 & 21 for 1871.	Apportionment of State School Fund of 1870 among the townships.	Total in County.
Pleasants.....	\$308,568 20	\$137,711 00	\$446,279 20	550	\$810 43	.....
Union.....	232,416 31	110,453 00	342,869 31	488	710 04	.....
Elk.....	213,542 32	105,856 00	319,398 32	334	499 06	.....
Phillipi.....	185,929 98	99,079 00	285,008 98	627	926 38	.....
Cove.....	151,978 37	85,007 00	236,985 37	628	921 01	.....
Glade.....	118,398 67	62,359 00	180,757 67	419	641 65	.....
Barker.....	150,625 56	61,481 00	212,106 56	766	1,095 61	\$5,504 26

BERKELEY COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youth in each township between the ages of 6 & 21 for 1870.	Apportionment of State School Fund of 1870 among the townships.	Total in County.
Martinsburg.....	\$700,816 68	\$1,289,524 00	\$1,990,340 68	1,507	\$1,982 61	.....
Falling Waters.....	550,729 17	182,323 00	733,052 17	387	509 12	.....
Opequon.....	715,262 08	161,050 00	876,312 08	458	798 60	.....
Arden.....	708,032 39	158,693 00	866,725 39	466	611 75	.....
Mill Creek.....	520,773 94	89,335 00	610,108 94	453	573 60	.....
Girardstown.....	505,877 90.5	163,752 00	669,620 90.5	769	909 08	.....
Hodgesville.....	739,095 97	253,526 00	992,621 97	783	1,041 96	\$6,425 73

TABLE D—Continued

COUNTY.	WHITE.		COLORED.		TOTAL.		Whole Number.	NO. ATTENDING SCHOOL.				DAILY AVERAGE.	
	Males.	Females.	Males.	Females.	Males.	Females.		Males.	Females.	Total.	Males.	Females.	Total.
Mineral.....	989	936	68	54	1,057	990	2,047	697	601	1,298	447	361	808
Monongalia.....	2,471	2,393	7	6	2,478	2,399	4,877	2,050	1,665	3,715	1,488	1,152	2,640
Monroe.....	1,366	1,293	189	160	1,555	1,453	3,008						
Morgan.....	851	656	21	19	872	675	1,547						
Nicholas.....	965	876	13	6	978	881	1,859	695	501	1,096	426	361	787
Ohio.....							1,063	671	669	1,340	269	194	463
Wheeling City.....	3,886	3,938	66	61	3,942	3,999	7,941	1,198	1,135	2,333	1,087	1,005	2,092
Pendleton.....	1,235	1,147	14	19	1,249	1,166	2,415	963	964	1,927	512	480	992
Pierces.....	706	635	5	3	711	638	1,349	522	396	918	329	269	598
Pocahontas.....	632	580	48	36	680	616	1,296	448	335	783	396	254	650
Preston.....	2,827	2,378	22	24	2,849	2,402	5,251	1,845	1,574	3,419	1,349	1,338	2,687
Putnam.....							2,998						
Raleigh.....	847	861	5	4	852	865	1,717	647	435	1,082	350	269	619
Randolph.....	1,037	867	14	12	1,051	879	1,930	677	574	1,251	518	439	957
Ritchie.....	1,748	1,365	8	5	1,756	1,370	3,126	996	691	1,687	690	556	1,246
Roane.....							2,893	1,092	865	1,957	926	681	1,607
Summers.....													
Taylor.....							2,720	860	733	1,593	664	543	1,207
Tucker.....							707	582	78	616	636	626	1,262
Tyler.....							3,032	929	880	1,807	636	565	1,171
Upshur.....	61,212	1,224			1,212	1,224	2,436	1,019	828	1,847	639	569	1,208
Wayne.....	1,838	1,662	42	29	1,900	1,691	3,591	997	948	1,945	852	641	1,493
Webster.....	6363	326					683						
Wetzel.....	1,869	1,080			1,869	1,080	2,949	1,420	1,257	2,677	1,112	730	1,842
Wirt.....	851	760	2	1	853	761	1,614	622	532	1,154	448	392	840
Wood.....	3,374	3,172	112	89	3,491	3,261	6,752	2,889	2,397	5,286	1,989	1,697	3,686
Wyoming.....													
Total.....	62,513	50,578	3,095	1,610	64,222	59,247	172,337	41,586	35,413	76,999	28,758	22,578	51,336

TABLE E.
Districts, Schools and Number and Grade of Certificates.

COUNTY.	DISTRICTS.		SCHOOLS.				EXAMINATION AND GRADE OF CERTIFICATE.							
	Number of School Districts.	High.	Graded.	Common.	Total.	No. 1	No. 2	No. 3	No. 4	No. 5	Number rejected	Number of applicants	Number granted	
COUNTY.	Barbours.....	69			64	16	25	10	1	3			55	
	Berkeley.....	41			48	49							49	
	Boone.....	12	1		38	38	4	6	13	10	16		25	
	Braxton.....	84			46	46	2	4	8	7	4		48	
	Brooks.....	23	3		24	27		17	5				62	
	Cabell.....	34			43	43	22	16	12	12				
	Caldwell.....	15												
	Clay.....	16			15	15				6	1		12	
	Doddrige.....	57			43	43	10	11	5				40	
	Fayette.....	38			53	53		9	10	13	1		39	
	Filmer.....	35			39	39	8	11	14	3			36	
	Franklin.....	38			38	38	7	9	6	8	10		40	
	Greenbrier.....	84			84	84	2	27	16	5	1		51	
	Hampshire.....	62			62	62	1	14	27	14	8		64	
	Hancock.....	14											64	
	Hardy.....	17	1	1	20	21	7	24	7				34	
	Harrison.....	93	2	2	100	102	17	36	37	7	3		15	
	Jackson.....	74		3	72	74	18	23	22	11			100	
	Jefferson.....	23			29	29	9	24	10	1			83	
	Kanawha.....	111	62		77	79	39	37	23	4	8		44	
	Kew.....	59	1		63	64	13	21	11	2			110	
	Lincoln.....	27			45	45	10	11	14	7			52	
	Logan.....	49			48	48	6	6	12	15	4		43	
	Marion.....	18	1	1	83	88	35	33	17	4	9		108	
	Marshall.....	70			44	44	25	40	28	2			145	
	Mason.....	23											95	
	Monroe.....	23			12	12	3	4	6	3	1		17	
	Morgan.....	31		1	27	27	2	7	11	10	3		33	
	Murphy.....	80			73	76	27	26	7				62	
	Musshogaba.....													

TABLE E--Continued.

COUNTY.	DISTRICTS.			SCHOOLS.			EXAMINATION AND GRADE OF CERTIFICATES.						
	Number of School Districts.	High.	Graded.	Common.	Total.	No. 1	No. 2	No. 3	No. 4	No. 5	Number rejected	Number of Applicants	Number Granted
Monroe.....	13			25	25	25	14	5	1	1			45
Morgan.....	38			26	26	5	10	9	4		1		29
Nicholas.....	39			39	39		5	7	10	9			31
Ohio.....	28		2	30	30	14	19	8		1			42
Wheeling City			17	16	16	23	33	9					65
Pendleton.....	27			56	56	2	2	10	27	17			58
Pleasants.....	18			26	26	9	7	9	2				27
Pocahontas.....	26			30	30	2	6	10	5	4			27
Preston.....	95	1		103	104	13	42	50	9	3			117
Putnam.....	80			30	30	4	6	11	8	15			43
Raleigh.....	46			40	40	6	7	5	10	3			31
Randolph.....	46			76	76	4	21	23	18	8			74
Ritchie.....	70			64	64	12	12	23	10	3			60
Roane.....	60												
Summers.....													
Taylor.....	42		2	40	42	25	22	5	2				54
Tucker.....	6			14	14		5	4	3	2			14
Tyler.....	56			55	56	14	30	29	0				79
Upshur.....	50		1	45	47	10	22	14	8	0			57
Wayne.....	54		2	62	62	9	20	13	7	7	2		56
Webster.....	10						1	3	2	2			8
Wetzel.....	59			67	67	16	35	15	5				72
Wirt.....	33			35	35	10	7	4					21
Wood.....	86		17	92	109	19	37	50	19	5			130
Wyoming.....	32					1	6	10	15	2			34
Total.....	2,359	3	48	2,272	2,323	534	808	667	324	173	5	108	2,506

Numbers marked thus * denote they are incomplete.

†Grammar.

FREE SCHOOLS.

TABLE F—Continued.

COUNTY.	TEACHERS			MONTHS TAUGHT.			NUMBER OF PUPILS STUDYING.								
	Males.	Females	Total.	Months by Males.	Months by Females.	Total.	Average No. of Months Taught.	Orthography.	Reading	Writing	Arith- metic.	Geogra- phy.	English Gramm'r	Algebra	Other Branches
Mineral.....	34	5	39	133.50	21	154.50	395	202	161	100	100	25	21	4	
Monongalia.....	71	8	79	294	41	335	424	2,730	2,406	1,815	1,368	612	679	22	44
Monroe.....	24	3	27	96	12	108	400	648	621	554	469	136	100	5	213
Morgan.....	30	3	33	94	7.50	101.50	307	776	583	420	216	44	87		
Nicholas.....	17	16	33	100.40	77.50	177.90	539	491	488	386	253	207	178	76	138
Wheeling City.....	13	32	65	130	520	650	1,000	2,589	2,188	1,663	2,265	777	305	90	1,067
Wheeling.....	55	4	59	206	8	214	1,362	1,139	1,077	879	219	139	169		71
Pennsboro.....	19	7	26	59	21	80	400	612	488	350	98	78	73		2
Pleasant.....	24	7	31	87.50	19	106.50	343	637	599	449	330	83	149		
Pocahontas.....	96	14	110	351.50	49	400.50	364	3,027	2,626	1,903	1,122	273	625	50	35
Preston.....	37	1	38	100.90	3	103.90	273	798	373	310	197	20	64		
Putnam.....	29	10	39	97	35	132	338	1,055	864	698	362	172	283	40	39
Raleigh.....	30	28	58	98	98.70	196.70	339	1,264	1,229	868	450	135	164		
Ritchie.....	60	4	64	206.50	13	219.50	343	1,667	882	428	308	74	34		
Roscoe.....	33	8	41	111	43	154	453	1,073	1,218	836	236	131	124	18	31
Summers.....	13	1	14	16	9	25	228	246	165	100	68	17	52		
Taylor.....	57	10	67	208	34	242	361	1,769	1,500	1,091	666	103	198		104
Tucker.....	33	22	55	124	73	197	358	1,661	1,621	1,130	952	1240	1273	116	36
Tyler.....	63	10	73	237.75	28.50	266.25	364	1,779	1,250	463	379	141	117	2	5
Upshur.....	57	2	59	223	7	230	333	2,118	1,112	567	648	214	207	14	
Wayne.....	52	9	61	223	44	267	437	2,118	1,112	567	648	214	207	14	
Webster.....	29	11	40	93	38	131	327	964	864	572	398	172	168		
Wetzel.....	38	116	154	335.83	264.75	600.58	534	5,626	4,016	3,290	1,878	1,647	983	101	40
Wirt.....	34	34	68	102	102	204	300	406	600	300	200	50	25		
Wood.....															
Wyoming.....															
Total.	1,961	617	2,468	7,721.75	2,538.28	10,260.03	384	60,342	43,026	36,527	24,317	102,63	104,16	697	3,084

Numbers marked thus † denote they are incomplete.

TABLE G.
Age of Pupils—Salary of Teachers—Number of Township Officers, and Visits from Officers.

COUNTY.	AVERAGE AGE OF PUPILS.			AVERAGE SALARY OF TEACHERS.			OFFICERS.			VISITS.		
	Males.	Females.	General Average.	Males per Month.	Females per Month.	General Average.	Clerks.	Commissioners.	Trustees.	County Supts.	Other Officers.	Total.
Adams.....	13.40	11.80	14.40	\$29 55	\$.....	\$129 55	7	21	207	42	139	181
Albany.....	11.50	10.00	10.75	47 45	56 66	47 44	7	21	123	.....	.....	.....
Albany.....	11.00	11.40	11.20	31 37	34 00	32 68	5	15	36	21	75	96
Albany.....	12.00	11.00	15.50	27 20	27 60	27 40	4	12	252	45	67	112
Albany.....	11.60	10.88	11.44	.....	.....	139 76	3	9	69	11	92	103
Albany.....	11.33	10.66	10.99	55 96	26 84	31 40	5	15	102	33	34	67
Albany.....	.....	.....	.....	.....	.....	.....	5	15	45	.....	.....	.....
Albany.....	14.00	8.00	8.50	31 63	20 00	25 81	4	12	48	5	31	39
Albany.....	11.25	10.75	11.00	32 09	24 33	28 50	6	18	171	21	69	90
Albany.....	12.30	11.20	11.70	128 44	122 33	127 50	4	12	114	52	110	162
Albany.....	12.00	10.75	11.38	25 75	18 50	22 12	4	12	105	4	28	32
Albany.....	12.50	12.00	12.25	135 00	132 16	133 32	3	9	114	.....	78	106
Albany.....	12.00	12.00	12.00	.....	.....	132 63	10	30	.....	28	52	80
Albany.....	12.80	12.80	12.80	29 20	29 25	29 25	6	18	192	14	120	134
Albany.....	12.25	11.75	12.00	42 41	36 06	36 23	4	12	72	27	106	133
Albany.....	11.19	11.70	11.45	133 00	131 00	132 00	3	9	42	36	36	72
Albany.....	12.00	10.00	11.00	42 63	33 94	38 28	10	30	294	.....	189	189
Albany.....	11.87	10.12	10.99	36 24	24 57	30 40	5	15	221	22	72	94
Albany.....	10.73	10.29	10.51	42 00	36 25	30 12	5	15	221	22	72	94
Albany.....	11.66	10.33	11.00	.....	.....	.....	10	30	333	424	1153	177
Albany.....	.....	.....	.....	30 00	30 00	30 00	6	18	182	40	112	162
Albany.....	12.70	12.00	12.35	32 00	80 00	31 00	7	21	174	17	174	189
Albany.....	11.00	12.00	11.50	30 31	29 03	29 67	5	15	147	30	28	58
Albany.....	12.00	11.00	11.50	35 04	33 14	34 09	8	24	234	.....	146	145
Albany.....	12.80	12.40	12.60	.....	.....	137 00	9	27	270	38	139	177
Albany.....	.....	.....	.....	.....	.....	.....	10	30	210	.....	.....	.....
Albany.....	.....	.....	.....	.....	.....	.....	7	21	30	.....	.....	.....

FREE SCHOOLS.

TABLE G—Continued.

COUNTY.	AVERAGE AGE OF PUPILS.		AVERAGE SALARY OF TEACHERS.			OFFICERS.			VISITS.			
	Males.	Females.	General Average.	Males per Month.	Females per Month.	General Average.	Clerks.	Commissioners.	Trustees.	County Sup'ts.	Other Officers.	Total.
Mineral.....	13.00	11	13.00			39.66	7	7	21	83	34	124
Monteagalia.....	12.62	11	12.12			34.70	7	7	21	240	63	315
Morgan.....	13.00	11	12.50	39.03	30.37				21	135		
Nichols.....	12.34	11	12.50	435.06	435.06	35.04	6	6	18	39	29	42
Ohio.....	10.50	10.8	11.50	495.12	495.12	24.63	6	6	18	114	23	90
Wheeling City.....	10.00	10.46	10.03	46.56	46.56	40.75	5	5	15	93	24	56
Wheeling.....	12.83	11.33	12.08	78.75	77.06	57.95	6	6	18	278	378	481
Wetzel.....	13.00	12.06	12.50	34.71	35.00	39.90	6	6	18	81	37	326
Wetzel.....	12.25	11.06	11.63	27.76	23.93	32.54	4	4	12	54	30	84
Wyoming.....	11.35	11.75	11.54	38.72	27.50	27.21	8	8	24	285	57	279
Putnam.....	11.50	11.06	11.25	33.24	33.24	33.14	6	6	18	240	6	
Raleigh.....	11.02	11.08	11.25	33.34	33.34	33.34	6	6	18	75	29	79
Randolph.....	10.00	10.00	10.00	29.15	18.83	23.49	9	9	27	138	34	103
Ritchie.....	11.41	10.25	10.83	30.98	33.46	32.22	7	7	21	180	46	191
Summers.....	No report.									210	42	129
Taylor.....	11.33	11.33	11.33	435.49	437.21	436.38	9	9	27	126	30	82
Tucker.....	12.60	12.60	12.60	33.69	30.60	33.00	3	3	9	16	16	26
Tyler.....	12.00	11.00	11.50	30.81	33.43	32.13	6	6	18	39	39	106
Wayne.....	12.00	11.00	11.50	30.81	33.43	32.13	5	5	15	65	65	159
Webster.....	13.50	12.25	12.87	38.50	29.13	33.81	3	3	9	33	22	6
Wetzel.....	12.71	11.43	12.07	35.59	28.10	31.84	6	6	18	177	43	56
Wood.....	11.20	10.80	11.00	25.00	25.00	25.00	7	7	21	99	22	123
Wyoming.....							10	10	30	258	56	369
Wyoming.....							5	5	15	96	35	835
Total.....	11.85	11.20	11.52	34.95	32.13	32.69	324	975	7,057	1,649	5,696	7,345

Numbers marked thus † denote they are incomplete.

TABLE H.

Amount of Township Levies—Balance on Hand and Apportionment.

COUNTY.	TOWNSHIP LEVIES.				BALANCE ON HAND AND APPORTMENT		
	No. of c'ts for build'g	No. of c'ts for school.	Amount for Building.	Amount for School.	Balance on Hand.	Apportion'd to Whites.	Apportioned to Colored.
Barbour.....	39.28	30.83	\$4,503 28	\$3,616 41	.....	\$3,223 00	\$222 00
Berkeley.....	6.15	15.43	5,640 30	15,431 38	\$2,380 09	6,831 43	753 06
Boone.....	21.23	44.00	1,049 24	2,622 67	.....	.....	.....
Braxton.....	20.00	18.75	2,088 04	2,273 07	2,466 98	4,961 60	109 92
Brooke.....	30.33	31.36	7,115 95	8,185 25	1,089 56	4,949 73	114 79
Cabell.....	13.33	40.00	1,912 72	8,364 98	1,013 42	27,062 97	2324 63
Calhoun. No report.	.....	.....	.....	.....	.....	.....	.....
Clay.....	42.50	30.00	1,516 21	1,044 17	2233 21	2399 69	.....
Doddridge.....	38.00	30.00	22,470 42	21,630 03	.....	21,760 00	.....
Fayette.....	30.00	28.00	22,138 42	23,750 08	.....	24,474 43	242 62
Gilmer.....	228.33	28.33	.....	.....	.....	.....	.....
Grant.....	16.66	23.33	2,278 29	4,895 08 1/2	418 45	3,309 49	142 01
Greenebrier.....	224.37	15.55	26,606 86	14,841 98	2267 95	2244 25	276 71
Hampshire.....	20.00	23.18	4,433 03	5,843 00	2,433 60	22,418 23	2380 54
Hancock.....	221.40	23.75	23,490 60	4,768 24	2277 55	.....	.....
Hardy.....	25.00	22.00	.....	21,944 76	2271 00	.....	.....
Harrison.....	222.12	22.63	28,892 71	214,153 18	21,839 94	20,438 86	2321 00
Jackson.....	16.00	40.00	4,290 70	8,519 78	1,378 38	11,321 56	.....
Jefferson.....	10.50	9.80	641 98	4,420 68	2621 60	2108 52	2628 62
Kanawha.....	220.12	226.66	22,639 49	210,756 78	21,628 30	23,093 54	2306 06
Lewis.....	.....	.....	.....	.....	.....	.....	.....
Lincoln.....	26.06	42.00	.....	.....	.....	2134 75	.....
Logan.....	245.00	42 00	21,775 34	21,813 62	.....	.....	.....
Marion.....	227.14	32.50	10,002 67	12,058 67	22,858 20	17,571 42	200 80
Marshall.....	230.00	229.00	26,926 18	26,056 10	21,224 80	24,988 44	.....
Mason. No report....	.....	.....	.....	.....	.....	.....	.....
McDowell.....	.....	241.33	.....	.....	.....	.....	.....
Mercer. No report....	.....	.....	.....	.....	.....	.....	.....
Mineral.....	18.57	20.71	5,271 50	5,150 00	2945 99	22,913 00	2499 88
Monongalia.....	22.50	20.00	28,399 58	27,297 34	.....	11,422 44	157 80
Monroe. No report....	.....	.....	.....	.....	.....	.....	.....
Morgan.....	218.36	230.00	21,108 74	22,504 15	2632 05	24,176 63	2155 36
Nicholas.....	28.00	25.00	21,363 38	21,118 53	.....	22,742 23	.....
Ohio.....	221.50	238.00	28,055 64	28,532 09	2390 18	26,384 51	289 06
Wheeling City.....	25.00	25.00	28,397 04	28,397 04	.....	28,021 20	720 86
Pendleton.....	216.75	225.40	2947 05	22,212 77	21,902 71	23,708 65	275 98
Pleasants.....	241.00	33.35	22,025 68	22,164 49	2651 55	22,441 72	.....
Pocahontas.....	15.00	21.00	2,255 95	9,919 65	4,333 87	4,691 65	260 14
Preston.....	30.00	35.00	7,101 27	10,138 68	382 73	16,658 73	235 21
Putnam. No report....	.....	.....	.....	.....	.....	.....	.....
Raleigh.....	220.00	35.00	2567 00	21,451 84	2933 94	22,839 46	2644 00
Randolph.....	220.00	18.00	21,877 56	21,890 59	2,877 85	6,367 71	6 98
Ritchie.....	25.00	41.00	23,518 26	25,715 10	2,122 62	.....	.....
Roane.....	31.71	43.57	3,514 30	4,823 24	1,146 31	7,430 57	10 81
Summers. No report.	.....	.....	.....	.....	.....	.....	.....
Taylor.....	223.20	24.56	21,186 55	23,498 75	.....	22,614 22	294 67
Tucker.....	215.00	30.90	2282 00	2461 16	2458 54	.....	.....
Tyler.....	231.00	34.16	24,920 00	5,027 14	32 76	23,513 00	.....
Upshur.....	30.40	31.25	25,282 45	24,047 30	21,305 79	24,080 17	2192 18
Wayne.....	32.50	32.00	24,807 85	24,729 85	.....	.....	.....
Webster.....	27.50	10.00	.....	.....	.....	.....	.....
Wetzel.....	36.00	45.00	7,187 82	6,050 72	4,172 63	12,813 02	.....
Wirt.....	36.33	48.57	4,233 25	4,571 82	219 98	5,691 67	17 00
Wood.....	34.00	33.60	213,277 05	20,260 54	5,271 00	56,336 17	720 00
Wyoming.....	35.00	25.00	.....	.....	.....	.....	.....
	27.39	29.90	\$106,050 15	\$277,877 23	\$47,948 53	\$247,119 66	\$7,449 88

Numbers marked thus § denote they are incomplete.

TABLE 1

Showing the Apportionment of State School Fund for the school years commencing September 1, 1870, and September 1, 1871—The enumeration of youth for the same years—The amount disbursed during the school year ending August 31, 1871, and the amount due the several counties October 1, 1871.

COUNTY.	Amount apportioned for the year 1871.	Enumeration of youth for the year 1871.	Amount apportioned for the year 1870.	Enumeration of youth for the year 1870.	Amount disbursed during the year 1871.	Amount due Oct. 1, 1871.
Barbour.....	\$ 3,967 82	3,783	\$ 5,504 26	3,783	\$ 5,735 24	\$ 3,736 84
Berkeley.....	5,086 83	4,850	6,426 73	4,840	6,531 72	4,981 84
Boone.....	1,819 98	1,735	2,378 02	1,625	2,507 91	1,690 99
Braxton.....	2,549 90	2,431	3,538 50	2,432	3,649 50	2,438 90
Brooke.....	2,090 56	1,993	2,809 60	1,931	2,977 60	1,922 56
Cabell.....	2,690 41	2,565	3,799 00	2,611	3,799 00	2,690 44
Calhoun.....	1,344 90	1,282	1,769 28	1,216	1,819 28	1,294 90
Clay.....	948 47	904	1,332 78	905	1,397 78	883 47
Doddridge.....	2,906 48	2,771	3,785 91	2,602	3,470 82	3,221 57
Fayette.....	2,690 44	2,565	3,622 95	2,490	3,709 93	2,603 46
Gilmer.....	1,930 10	1,840	2,456 04	1,688	2,755 60	1,630 54
Grant.....	1,603 90	1,529	2,173 77	1,494	2,294 38	1,483 29
Greenbrier.....	4,125 13	3,933	5,882 56	4,043	5,704 04	4,303 65
Hampshire.....	2,722 05	2,596	2,648 10	1,820	2,998 10	2,372 95
Hancock.....	1,594 50	1,524	2,192 68	1,519	2,292 68	1,494 50
Harly.....	2,056 87	1,961	3,013 30	1,961	1,916 22	3,153 95
Harrison.....	6,417 70	6,119	8,881 32	6,104	9,039 92	6,259 10
Jackson.....	4,478 57	4,270	6,007 69	4,129	6,176 64	4,309 62
Jefferson.....	4,783 76	4,561	6,553 32	4,504	6,753 32	4,583 76
Kanawha.....	8,750 13	8,343	11,581 46	7,823	11,582 46	8,550 13
Lewis.....	4,227 92	4,031	5,696 32	3,915	5,880 24	4,044 00
Lincoln.....	2,490 14	2,374	3,461 44	2,379	3,591 37	2,360 21
Logan.....	2,165 25	2,007	3,006 03	2,066	3,060 57	2,050 71
Marion.....	5,595 49	5,335	8,008 32	5,504	8,208 32	5,395 49
Marshall.....	6,103 08	5,819	8,113 08	5,576	8,113 06	6,103 10
Mason.....	6,687 24	6,376	8,907 16	6,163	9,161 16	6,493 24
Mercer.....	2,053 86	1,958	3,919 77	2,515	4,042 72	1,930 85
Mineral.....	2,147 20	2,047	3,046 77	2,094	3,208 75	1,985 22
Monongalia.....	5,062 72	4,827	7,068 39	4,858	7,268 37	4,862 74
Monroe.....	3,155 05	3,008	2,252 34	3,267	2,577 21	2,830 08
Morgan.....	1,618 63	1,543	2,057 47	1,414	2,228 35	1,447 65
McDowell.....	742 92	708	1,030 14	708	1,117 13	655 93
Nicholas.....	1,950 03	1,859	2,611 72	1,795	2,824 19	1,747 56
Ohio.....	2,268 55	2,163	4,573 06	3,143	4,773 08	2,068 88
Wheeling City.....	8,359 58	7,971	9,757 23	6,675	9,757 23	8,359 58
Pendleton.....	2,485 94	2,370	3,465 81	2,382	3,540 81	2,410 94
Pleasants.....	1,416 22	1,350	1,930 78	1,327	1,965 77	1,381 23
Pocahontas.....	1,359 59	1,296	1,916 23	1,317	2,017 73	1,258 09
Preston.....	5,911 16	5,630	7,934 11	5,453	8,133 68	5,711 59
Putnam.....	3,144 56	2,998	4,249 20	2,921	4,449 20	2,944 56
Raleigh.....	1,789 57	1,706	2,333 82	1,654	2,531 26	1,592 03
Randolph.....	2,927 64	1,933	2,764 50	1,894	2,958 50	1,833 64
Ritchie.....	3,495 89	3,333	4,814 59	3,309	5,014 59	3,295 89
Roane.....	3,188 61	3,040	4,088 55	2,810	4,120 02	3,157 14
Summers.....	2,060 16	1,964	.....	.....	.....	2,060 16
Taylor.....	3,356 41	3,290	4,529 41	3,113	4,676 41	3,209 41
Tucker.....	784 87	748	1,088 34	748	1,213 34	659 87
Tyler.....	3,312 36	3,138	4,529 41	3,133	4,606 41	3,235 36
Upshur.....	3,086 88	2,943	4,273 33	2,937	4,473 37	2,886 84
Wayne.....	3,706 47	3,591	5,051 76	3,472	5,350 76	3,467 47
Webster.....	716 71	683	992 31	682	1,135 31	673 71
Wetzel.....	3,727 46	3,554	5,104 14	3,598	5,104 14	3,727 46
Wirt.....	1,658 48	1,581	2,300 35	1,581	2,406 09	1,552 74
Wood.....	7,072 21	6,743	10,529 83	7,237	10,728 17	6,873 74
Wyoming.....	1,407 83	1,342	2,099 39	1,351	2,099 39	1,323 83
Total.....	\$ 174,896 62	166,746	\$233,142 03	162,432	.....	.....

TABLE K.

Showing the value of the Real Estate and Personal Property in each Township; the number of youth between 6 and 21 in each Township for 1871, and the distribution of the State School Fund of 1870 among the Townships.

BARBOUR COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youth in each township between the ages of 6 & 21 for 1871.	Apportionment of State School Fund of 1870 among the townships.	Total in County.
Pleasants.....	\$308,568 20	\$137,711 00	\$446,279 20	550	\$810 43	.....
Union.....	232,416 31	110,453 00	342,869 31	488	710 04	.....
Elk.....	213,542 32	105,856 00	319,398 32	334	490 06	.....
Phillipi.....	185,929 98	99,079 00	285,008 98	627	926 38	.....
Cove.....	151,078 37	85,007 00	236,085 37	628	921 01	.....
Glade.....	118,398 67	62,350 00	180,757 67	410	641 65	.....
Barker.....	150,625 56	61,481 00	212,106 56	766	1,095 61	\$5,504 26

BERKELEY COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 & 21 for 1870.	Apportionment of State School Fund of 1870 among the townships.	Total in County.
Martinsburg.....	\$700,816 68	\$1,289,524 00	\$1,990,340 68	1,507	\$1,982 61	.....
Falling Waters.....	550,729 17	182,323 00	733,052 17	.....	509 12	.....
Opequon.....	715,262 08	161,050 00	876,312 08	.....	790 00	.....
Arden.....	708,032 39	158,000 00	866,032 39	.....	.....	.....
Mill Creek.....	520,773 94	.....	.....	.....	.....	.....
Girardstown.....	505,877 90.5	.....	.....	.....	.....	.....
Hedgesville.....	739,695 97	.....	.....	.....	.....	.....

FREE SCHOOLS.

BOONE COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 & 21 for 1870.	Apportionment of State School Fund of 1870 among the townships.	Total in County.
Crook.....	\$74,673 02	\$34,735 00	\$109,408 02	284	\$385 57	.....
Peytona.....	100,645 90	109,702 00	210,347 90	409	531 07	.....
Sherman.....	98,809 45	39,294 00	138,103 45	337	496 15	.....
Scott.....	66,646 94	45,557 00	112,203 94	315	439 41	.....
Washington.....	69,000 64	42,312 00	111,312 64	390	526 71	\$2,378 92

BRAXTON COUNTY.

TOWNSHIPS	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Franklin.....	\$ 226,008 08	\$ 62,261 00	\$ 288,269 31	573	\$ 641 64	.....
Clay	305,200 27	106,065 00	411,265 27	830	1,195 99	.....
Lincoln	229,497 45	78,459 00	307,856 96	623	868 02	.....
Washington.....	170,671 95	56,150 00	226,821 45	505	832 25	\$ 3,538 50

BROOKE COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county
Wellsburg.....	\$ 221,785 00	\$ 145,355 00	\$ 367,140 00	567	\$ 739 90	.....
Buffalo.....	981,781 62	262,965 00	1,244,746 62	869	1,253 84	.....
Cross Creek.....	824,972 20	266,685 00	1,090,757 20	557	815 86	\$ 2,809 60

CABELL COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Guyandotte.....	\$ 626,355 37	\$ 221,460 00	\$ 847,821 37	729	\$ 1,085 49	.....
Barboursville.....	279,386 39	124,977 00	404,363 39	461	689 31	.....
Union.....	317,910 00	51,479 00	369,389 00	422	640 23	.....
Grant.....	225,944 21	78,171 00	304,115 21	500	711 54	.....
McComas.....	232,488 81	58,716 00	291,204 81	453	682 43	\$ 3,799 00

REPORT OF GENERAL SUPERINTENDENT.

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CALHOUN COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Sheridan.....	\$87,997 65	\$23,299 00	\$111,296 65	214	\$333 19	.....
Centre.....	52,886 63	26,011 00	78,897 63	217	292 45	.....
Sherman.....	64,007 22	29,363 00	93,370 22	308	410 32	.....
Washington.....	60,987 88	25,260 00	86,187 88	282	401 58	.....
Lee.....	75,265 13	23,952 00	99,217 13	261	331 74	\$1,769 28

CLAY COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Union.....	\$49,309 96	\$11,826 00	\$61,135 96	994	.....	.....
Henry.....	96,475 37	14,440 00	110,915 37		.....	.....
Pleasants.....	57,776 42	14,178 00	71,954 42		.....	.....
Buffalo.....	100,511 29	21,012 00	121,523 29		.....	\$1,332 78

DODDRIDGE COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Grant.....	\$111,753 43	\$48,756 00	\$160,509 43	463	\$615 65	.....
McClellan.....	156,766 86	60,583 00	207,349 86	353	515 09	.....
Central.....	107,963 87	35,451 00	143,414 87	276	481 01	.....
New Milton.....	222,451 73	78,644 00	301,095 73	821	967 06	.....
Southwest.....	206,342 33	66,057 00	272,399 33	440	654 59	.....
West Union.....	181,164 00	120,437 00	301,601 00	438	572 51	\$3,785 91

FAYETTE COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Fayetteville.....	\$279,226 42	\$72,208 00	\$351,434 42	891	\$1,209 56	.....
Mountain Cove.....	215,766 61	74,200 00	289,966 61	769	1,077 09	.....
Falls.....	120,030 99	28,115 00	148,145 99	213	705 58	.....
Kanawha.....	174,347 60	27,741 00	202,088 60	363		.....
Sewell.....	197,302 94	40,331 00	237,633 94	389		630 70
						\$3,622 96

FREE SCHOOLS.

GILMER COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Glenville.....	\$ 183,415 22	63,484 00	\$ 246,899 22	587	\$ 807 50	.....
Troy.....	135,137 26	46,617 00	181,754 26	537	471 62	.....
DeKalb.....	126,427 67	46,119 00	172,546 67	565	473 08	.....
Centre.....	183,624 48	56,278 00	239,902 48	551	703 40	\$ 2,456 04

GRANT COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Union.....	\$ 419,671 49	\$ 95,535 00	\$ 515,206 49	342	\$ 500 52	.....
Grant.....	441,509 32	228,176 00	669,685 32	554	758 05	.....
Milroy.....	481,702 85	196,827 00	678,529 85	633	915 19	\$ 2,173 76

GREENBRIER COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Fort Spring.....	\$ 319,902 93	\$ 109,917 00	\$ 429,819 93	297	\$ 398 85	.....
Blue Sulphur.....	432,332 70	110,152 00	542,484 70	581	1,259 20	.....
Irish Corner.....	204,268 98	102,661 00	306,929 98	347	487 66	.....
White Sulphur.....	278,728 69	122,105 00	400,833 69	297	378 49	.....
Lewisburg.....	728,177 17	260,697 00	989,274 17	566	327 57	.....
Anthony Creek.....	126,737 78	48,666 00	175,403 78	299	378 52	.....
Meadow Bluff.....	270,735 70	65,845 00	336,580 70	542	723 50	.....
Falling Springs.....	520,698 96	163,358 00	684,056 96	666	685 23	.....
Williamsburg.....	209,703 75	88,581 00	298,284 75	348	493 49	\$6,882 66

HAMPSHIRE COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 & 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Romney.....	\$363,815 40	\$105,535 00	\$469,350 40	330	\$324 66	.....
Sherman.....	228,965 37	90,860 00	319,825 37	389	422 68	.....
Capon.....	267,847 15	87,750 00	355,597 15	410	395 29	.....
Bloomery	201,951 04	77,583 00	279,534 04	382	456 42	.....
Gore	298,667 90	142,227 00	440,894 90	670	624 26	.....
Springfield	379,902 87	110,715 00	490,617 87	415	424 70	\$2,648 10

HANCOCK COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Grant.....	\$476,583 65	\$138,597 00	\$615,180 65	355	\$526 71	.....
Poe	274,109 77	148,251 00	422,360 77	317	449 60	.....
Clay.....	328,620 12	231,978 00	560,598 12	485	705 67	.....
Butler.....	348,139 83	151,213 00	499,352 83	373	510 72	\$2,192 68

HARDY COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Capon.....	\$273,247 42	\$146,073 00	\$429,320 42	481	.....	.....
Lost River	200,570 90	84,417 00	284,987 90	341	.....	.....
Moorefield.....	1,182,205 82	423,559 00	1,605,764 82	581	.....	.....

FREE SCHOOLS.

HARRISON COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Union.....	\$506,448 00	\$190,949 00	\$697,397 00	670	\$971 94	.....
Grant.....	466,476 00	252,777 00	719,253 00	533	734 77	.....
Elk.....	419,539 00	181,063 00	600,602 00	466	682 40	.....
Ten Mile.....	385,670 00	122,798 00	508,468 00	648	958 85	.....
Clark.....	622,554 00	552,279 00	1,174,833 00	707	1,009 04	.....
Coal.....	555,167 16	247,817 00	802,984 16	768	1,112 34	.....
Simpson.....	656,399 10	276,510 00	932,909 10	597	873 00	.....
Clay.....	517,006 23	235,675 00	752,681 23	577	807 52	.....
Eagle.....	430,337 96	211,085 00	641,422 96	526	813 34	.....
Sardis.....	246,326 22	125,255 00	375,581 22	607	918 10	\$8,881 32

JACKSON COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Gilmore.....	\$442,722 00	\$131,036 00	\$573,758 00	970	\$1,386 60	.....
Grant.....	477,794 00	85,623 00	561,417 00	854	1,187 27	.....
Washington.....	182,177 00	44,378 00	226,555 00	635	851 17	.....
Union.....	393,710 00	84,084 00	477,804 00	651	969 02	.....
Mill Creek.....	575,245 00	127,539 00	702,784 00	1160	1,613 59	\$6,007 67

JEFFERSON COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Averill.....	\$ 836,442 58	\$ 231,965 00	\$ 1,068,407 58	556	\$ 774 06	.....
Bolivar.....	487,605 90	129,915 00	617,520 90	681	1,675 71	.....
Charlestown.....	1,520,301 50	601,552 00	2,121,853 50	1,045	.....	.....
Chapline.....	860,573 30	254,949 00	1,115,522 30	696	1,018 50	.....
Harpers Ferry.....	159,496 40	78,745 00	238,241 40	554	.....	.....
Cherry.....	856,725 78	231,538 00	1,088,263 78	444	2,227 60	.....
Card.....	873,837 10	287,077 00	1,160,914 10	585	858 45	\$ 1

KANAWHA COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Big Sandy.....	\$ 156,166 00	\$ 34,792 00	\$ 190,952 00	363	\$ 477 24	.....
Elk.....	408,592 00	77,701 00	486,293 00	1,171	1,498 65	.....
Charleston } do corporation }	1,253,963 00	43,115 00	1,297,078 00	306	1,471 00	.....
Malden.....	503,682 00	201,745 00	705,427 00	1,229	1,790 67	.....
Cabin Creek.....	795,582 00	204,503 00	1,000,085 00	867	1,209 10	.....
Union.....	362,017 00	108,640 00	470,657 00	1,049	1,473 90	.....
Poca.....	135,754 00	59,850 00	195,604 00	629	864 27	.....
Washington.....	183,242 00	32,480 00	215,722 00	395	525 71	.....
Loudon.....	528,324 00	96,190 00	624,514 00	886	1,302 23	.....
Jefferson } St. Albans }	275,763 00	74,030 00	349,793 00	455	647 47	.....
	61,936 00	29,970 00	91,906 00	99	122 22	\$ 11,328 46

LEWIS COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Jane Lew.....	\$ 476,290 00	\$ 252,437 00	\$ 728,727 00	753	\$ 990 00	.....
Willey.....	444,487 53	256,222 00	701,709 53	779	1,090 60	.....
Battelle.....	305,842 50	107,231 00	413,073 50	723	1,148 82	.....
Lincoln.....	219,003 00	89,105 00	308,108 00	682	825 00	.....
Sheridan.....	342,110 00	255,336 00	597,446 00	1,093	1,641 82	\$ 5,696 32

LINCOLN COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Union.....	\$ 36,732 00	\$ 19,331 00	\$ 56,063 00	233	\$ 287 95	.....
Washington.....	37,918 00	14,089 00	52,007 00	215	350 43	.....
Jefferson.....	49,100 00	14,000 00	63,100 00	231	328 63	.....
Duval.....	128,472 00	128,472 00	256,944 00	249	362 06	.....
Sheridan.....	190,278 00	190,278 00	380,556 00	438	672 99	.....
Carroll.....	200,000 00	200,000 00	400,000 00	549	869 15	.....
Hart's Creek.....	100,000 00	100,000 00	200,000 00	457	590 17	\$ 3,161 44

FREE SCHOOLS.

LOGAN COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Chapmansville.....	\$ 84,441 09	\$ 34,109 00	\$ 118,550 09	334	\$ 532 52	.....
Hardy	267,349 70	47,730 00	315,079 70	596	963 21	.....
Magnolia.....	49,122 61	30,164 00	79,286 61	279	405 94	.....
Logan.....	83,373 19	61,725 00	145,101 19	481	637 29	.....
Triadelphia	55,302 50	44,806 00	100,108 50	317	467 05	\$ 3,006 03

MARION COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of Youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1871, among the townships.	Total in County.
Fairmont	\$404,542 13	\$291,910 00	\$696,452 13	702	\$1,118 89	.....
Union.....	335,917 04	139,422 00	475,339 04	721	982 13	.....
Winfield.....	326,906 50	115,865 00	442,771 50	560	868 63	.....
Grant.....	282,878 70	159,269 00	442,147 70	450	702 76	.....
Pawpaw.....	390,367 20	167,145 00	557,512 20	630	906 47	.....
Lincoln.....	467,081 15	159,515 00	626,596 15	843	1,356 08	.....
Mannington	493,150 83	256,595 00	749,745 83	1,429	2,073 38	\$8,008 32

MARSHALL COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Washington.....	\$495,980 00	\$130,369 00	\$626,349 00	356	480 15	.....
Union.....	617,980 00	135,019 00	752,999 00	1,095	1,511 74	.....
Webster.....	349,823 00	72,857 00	422,680 00	471	657 66	.....
Sand Hill.....	281,575 00	61,419 00	342,994 00	322	452 50	.....
Clay.....	380,573 22	105,251 00	485,824 22	340	459 72	.....
Meade.....	198,794 29	48,677 00	247,471 29	545	760 96	.....
Liberty.....	279,414 88	52,219 00	331,633 88	807	1,197 46	.....
Cameron.....	353,901 55	90,396 00	444,297 53	670	922 47	.....
Franklin.....	403,421 05	88,080 00	491,501 05	645	878 82	\$8,113 08

MASON COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County
Lewis.....	\$ 426,914 70	\$131,107 00	\$582,402 70	500		
Point Pleasant.....		224,381 00				
Robinson.....	516,267 31	212,904 00	729,161 31	349		
Waggener.....	1,238,879 79	128,824 00				
Mason City.....		39,418 00	1,407,121 79	1,438		
Graham.....	659,907 66	95,826 00				
Hartford City.....		59,530 00	815,263 66	924		
Cooper.....	330,849 84	83,452 00	414,301 84	641		
Arbuckle.....	457,410 30	167,912 00	625,312 30	474		
Clendennin.....	462,735 00	125,426 00	588,161 00	625		
Hannan.....	367,726 69	86,342 00	454,068 69	606		
Union.....	174,074 58	61,989 00	236,063 58	533		
Cologne.....	133,672 11	36,993 00	170,665 11	286		\$8,967 16

MERCER COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 & 21 for 1870.	Apportionment of State School Fund of 1870 among the townships.	Total in County.
East River.....	\$118,932 54	\$63,966 00	\$182,998 54	538	\$ 738 56	
Beaverpond.....	152,636 28	47,081 00	199,117 28	447	724 52	
Rock.....	103,664 18	39,521 00	143,185 18	461	620 44	
Plymouth.....	72,443 47	26,937 00	99,380 47	305	1,007 32	
Jumping Branch.....	53,049 16	15,960 00	69,009 16	207	828 88	\$3,919 77

MINERAL COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Mill Creek.....	\$118,677 50	\$ 84,775 00	\$203,452 50	218	\$327 37	
Welton.....	104,452 12	105,330 00	209,782 12	175	266 26	
Cabin Run.....	238,341 39	118,068 50	356,410 89	268	419 04	
Frankfort.....	405,149 64	112,704 00	517,853 64	330	510 76	
New Creek.....	298,919 67	84,775 00	383,694 67	277	561 44	
Piedmont.....	356,095 00		356,095 00	175	794 43	
Elk.....	159,204 14		159,204 14	177	177 31	\$3,986 77

FREE SCHOOLS.

MONONGALIA COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Clinton.....	\$335,644 00	\$167,027 00	\$502,671 00	663	\$1,025 77	.....
Union.....	367,056 00	155,175 00	522,231 00	594	889 00	.....
Morgan.....	599,587 00	136,977 00	954,436 00	833	650 38	.....
Morgantown.....	.....	217,872 00			545 62	.....
Grant.....	548,097 00	278,811 00	826,908 00	806	1,120 35	.....
Cass.....	369,421 00	194,234 00	563,655 00	532	785 70	.....
Clay.....	402,778 00	276,439 00	679,217 00	684	992 31	.....
Battelle.....	304,207 00	185,381 00	489,588 00	713	1,059 24	\$7,068 39

MONROE COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 & 21 for 1870.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Union.....	\$546,270 16	\$216,060 00	\$802,330 16	503	\$526 50	.....
Second Creek.....	272,846 39	124,025 00	396,871 39	423	.....	.....
Sweet Springs.....	354,849 49	117,740 00	472,589 49	548	332 55	.....
Springfield.....	334,481 68	113,869 00	448,350 68	513	326 72	.....
Wolf Creek.....	234,410 76	81,405 00	315,815 76	296	311 87	.....
Red Sulphur.....	316,732 85	104,164 00	420,896 85	635	403 24	.....
Forest Hill.....	45,296 40	17,760 00	63,056 10	.....	351 43	\$2,952 94

MORGAN COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Cacapon.....	\$145,427 94	\$96,994 00	\$242,421 94	374	\$477 55	.....
Timber Ridge.....	67,611 43	43,179 00	110,790 43	211	279 35	.....
Rock Gap.....	84,833 38	49,978 00	134,811 38	227	329 23	.....
Bath.....	206,487 81	115,354 00	321,841 81	284	376 28	.....
Allen.....	119,122 02	50,138 00	169,260 02	275	409 55	.....
Sleepy Creek.....	55,977 08	22,822 00	78,799 08	172	185 39	\$2,057 37

McDOWELL COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Big Creek	\$58,617 21	\$16,546 00	\$75,193 21	265	\$385 57	.....
Sandy River.....	95,293 00	17,620 00	112,913 00	296	430 68	.....
Elk Horn.....	18,392 44	8,310 00	26,702 44	147	213 83	\$1,030 14

NICHOLAS COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Wilderness	\$98,986 00	\$24,593 00	\$123,579 00	326	\$496 25	.....
Jefferson.....	73,774 00	21,290 00	95,064 00	278	359 38	.....
Summersville.....	87,589 00	48,295 00	135,884 00	557	336 65	.....
Mumble-the-peg.....	185,757 00	56,073 00	241,830 00	384	558 72	.....
Kentucky	161,913 00	24,722 00	186,635 00	310	394 30	.....
Grant	62,741 00	34,223 00	96,964 00	294	436 49	\$2,611 72

OHIO COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Washington.....	\$656,600 00	\$264,756 00	\$921,356 00	.....	.....	.....
Madison.....	984,940 00	755,483 00	1,740,423 00	.....	.....	.....
Clay.....	1,738,350 00	2,760,660 00	4,499,010 00	.....	.....	.....
Union.....	1,055,980 00	680,050 00	1,737,030 00	.....	.....	.....
Centre.....	757,100 00	304,650 00	1,061,750 00	.....	.....	.....
Webster.....	943,100 00	532,860 00	1,475,960 00	.....	.....	.....
Triadelphia.....	742,100 00	198,690 00	940,790 00	.....	.....	.....
Liberty.....	551,620 00	169,760 00	721,380 00	.....	.....	.....
Richland.....	744,460 00	132,790 00	877,250 00	.....	.....	.....
Ritchie.....	615,800 00	138,880 00	754,680 00	.....	.....	.....

FREE SCHOOLS.

PENDLETON COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Bethel.....	\$151,097 30	\$ 56,850 00	\$207,957 30	237	\$ 87 03	.....
Sugar Grove.....	145,332 44	73,854 00	219,186 44	360	523 80	.....
Franklin.....	220,985 97	108,431 00	329,416 97	464	675 12	.....
Mill Run.....	212,290 53	86,935 00	299,195 53	418	627 10	.....
Union.....	171,174 43	99,045 00	270,219 43	480	638 75	.....
Greenville.....	162,340 48	91,571 00	253,911 48	411	314 01	\$3,465 81

PLEASANTS COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund of 1870 among the townships.	Total in county.
Grant.....	\$117,379 96	\$79,620 00	\$196,999 96	203	\$310 66	.....
Jefferson.....	74,913 65	34,895 00	109,808 65	258	349 08	.....
Washington.....	95,596 64	56,515 00	152,111 63	233	338 74	.....
McKim.....	61,135 89	28,844 00	89,979 89	221	315 43	.....
Union.....	93,016 53	54,747 00	147,763 53	195	285 52	.....
Lafayette.....	48,726 71	39,985 00	88,711 71	240	331 34	\$1,930 78

POCAHONTAS COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Union.....	\$300,895 13½	\$125,536 00	\$426,431 13½	420	\$612 55	.....
Lincoln.....	337,349 82	76,821 00	413,970 82	298	432 13	.....
Grant.....	209,654 78	78,650 00	288,304 78	260	411 77	.....
" Lots.....	3,697 50					
Meade.....	216,640 08	73,618 00	290,258 08	318	459 78	\$1,916 23

PRESTON COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youth in each township between the ages of 6 & 21 for 1871.	Apportionment of State School Fund of 1870 among the townships.	Total in County.
Reno.....	\$310,782 00	\$151,392 00	\$462,374 00	940	\$1,330 73	.....
Lyon.....	257,862 00	138,908 00	396,770 00	932	1,346 82	.....
Valley.....	119,475 00	70,097 00	189,572 00	401	581 58	.....
Kingwood.....	263,331 00	243,104 00	506,435 00	588	781 27	.....
Grant.....	284,446 00	137,146 00	421,592 00	703	1,023 23	.....
Pleasant.....	207,864 00	106,694 00	314,558 00	596	823 54	.....
Portland.....	267,000 00	151,399 00	418,399 00	801	1,110 69	.....
Union.....	194,803 00	104,544 00	299,347 00	675	935 77	\$7,934 11

PUTNAM COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of Youth in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Buffalo.....	\$287,679 81	\$78,828 00	\$366,525 81	480	.....	.....
Curry.....	120,110 00	48,179 00	168,289 00	495	.....	.....
Grant.....	171,950 00	53,780 00	225,730 00	410	.....	.....
Hutton.....	383,612 00	88,681 00	472,193 00	575	.....	.....
Scott.....	335,786 00	81,129 00	416,915 00	694	.....	.....
Union.....	68,865 00	19,244 00	88,109 00	345	.....	\$4,249 44

RALPHIGH COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870, among the townships.	Total in county.
Shady Spring.....	\$137,884 91	\$26,312 00	\$164,196 91	330	\$413 22	.....
Riehman.....	52,097 16	22,242 00	74,339 16	211	221 16	.....
Town.....	105,541 55	47,063 00	152,604 55	383	525 30	.....
Trap Hill.....	100,398 49	27,967 00	128,365 49	240	355 02	.....
Marsh Fork.....	106,387 54	21,776 00	128,163 54	295	460 73	.....
Clear Fork.....	36,857 34	17,476 00	54,333 34	247	357 93	\$2,333 82

FREE SCHOOLS.

RANDOLPH COUNTY.

TOWNSHIPS	Real Estate.	Personal Property.	Aggregate.	No. of Youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870, among the Townships.	Total in county.
Beverly	\$130,319 42	\$46,756 00	\$177,075 42	270	\$427 10	.....
Clark	113,050 16	33,404 00	146,454 16	175	258 89	.....
Reynolds	108,413 39	37,278 00	145,691 39	220	355 44	.....
" Supplement	3,650 00	.....	149,341 39	.....	.....	.....
Mingo	166,341 35	25,174 00	191,415 35	162	270 59	.....
Union	68,569 60	6,305 00	74,874 60	124	105 33	.....
Scott	69,731 22	10,660 00	80,391 22	236	348 12	.....
Green	128,548 15	40,072 00	168,620 15	311	438 81	.....
Clay	63,130 47	19,614 00	82,744 47	184	244 27	.....
Dry Fork	183,804 26	19,151 00	202,955 26	251	315 95	\$2,764 50

RITCHIE COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870, among the townships.	Total in county.
Clay	\$ 327,259 91	\$ 252,785 00	\$ 580,044 91	1,060	\$ 1,497 20	.....
Union	296,749 29	165,591 51	562,340 80	819	1,121 80	.....
Murphy	252,842 27	69,546 00	222,388 27	630	938 47	.....
Grant	358,808 53 $\frac{1}{2}$	226,835 00	585,643 53 $\frac{1}{2}$	824	1,257 12	\$ 4,814 29

ROANE COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Spencer	\$ 188,318 85	\$ 56,137 00	\$ 244,455 85	583	\$ 763 87	.....
Curtis	102,703 00	26,254 00	128,957 00	262	369 57	.....
Harper	43,589 00	22,692 00	66,281 00	407	554 35	.....
Reedy	102,398 00	35,544 00	138,242 00	416	583 45	.....
Walton	102,747 00	50,186 00	152,933 00	523	696 94	.....
Smithfield	107,468 00	43,285 00	150,753 00	436	564 54	.....
Geary	95,051 00	31,618 00	126,669 00	415	555 81	\$ 4,088

SUMMERS COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Greenbrier	\$ 185,729 11	\$ 78,735 00	\$ 264,464 11	536	.....	.....
Green Sulphur.....	104,652 94 $\frac{1}{2}$	59,853 00	164,505 94 $\frac{1}{2}$	428	.....	.....
Jumping Branch.....	66,140 74 $\frac{1}{2}$	31,850 00	97,990 74 $\frac{1}{2}$	341	.....	.....
Pipestems.....	89,948 27	38,000 00	127,948 27	310	.....	.....
Forest Hill.....	81,518 33	32,574 00	114,092 33	349	.....	.....

TAYLOR COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Court House.....	\$ 169,585 30	\$ 114,728 00	\$ 284,313 30	220	\$ 339 62	.....
Booths Creek.....	454,569 08	125,999 00	370,568 08	368	547 08	.....
Flemington.....	235,076 91	157,676 00	392,752 91	324	512 16	.....
Clay.....	126,927 14	60,166 00	187,093 14	266	376 84	.....
Webster.....	160,520 24	104,174 00	264,694 24	260	445 23	.....
Grafton.....	301,549 89	135,575 00	435,124 89	688	806 07	.....
Union.....	178,781 13	67,755 00	246,536 13	356	480 15	.....
Haymond.....	166,031 59	71,823 00	237,854 59	354	494 70	.....
Fetterman.....	169,138 35	73,185 00	242,323 35	364	528 16	\$ 4,529 41

TUCKER COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Hannahsville.....	\$			181	\$ 263 27	.....
Saint George.....				332	483 26	.....
Black Fork.....				335	341 81	\$ 1,068 34

FREE SCHOOLS.

TYLER COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of Youths in each Township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Lincoln.....	\$ 262,637 32	\$ 103,180 00	\$ 365,817 32	679	\$ 962 59	.....
Ellsworth.....	307,177 00	124,026 00	431,203 00	783	1,082 56	.....
Union.....	264,171 50	99,990 00	364,161 50	483	683 64	.....
Centerville.....	173,114 25	73,094 00	246,208 25	405	614 26	.....
McElroy.....	173,374 35	74,269 00	246,643 35	524	741 45	.....
Meade.....	264,171 50	48,624 00	312,795 50	286	444 91	\$ 4,529 41

UPSHUR COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of Youths in each Township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Warren	\$ 436,959 75	\$ 150,622 00	\$ 587,581 75	572	\$ 848 26	.....
Union.....	144,987 16	33,872 00	178,869 16	469	656 26	.....
Washington.....	180,330 32	30,929 00	211,259 32	377	545 62	.....
Buckhannon.....	464,612 00	203,718 00	668,331 00	581	874 45	.....
Meade.....	272,223 79	87,740 00	359,963 79	451	638 74	.....
Banks.....	216,045 39	77,674 00	294,619 39	402	710 04	\$ 4,273 33

WAYNE COUNTY.

TOWNSHIPS.	Real Estate.	Personal property.	Aggregate.	No. of youths in each township between the ages 6 and 21	Apportionment of State School Fund for 1870 among the townships.	Total in county.
Ceredo.....	\$ 372,597 60	\$ 106,527 00	\$ 479,124 60	614	\$ 852 63	.....
Union.....	234,971 00	121,561 00	356,532 00	683	942 84	.....
Butler.....	314,491 00	154,642 00	469,133 00	985	1,428 81	.....
Lincoln.....	165,876 00	00 684 18	248,370 00	614	887 55	.....
Grant.....	140,416 00	82,494 00	224,905 00	695	939 93	\$ 5,051 76

WEBSTER COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Fork Lick.....	\$181,829 55	\$27,113 00	\$208,942 55	283	\$275 94	.....
Glade	143,490 00	15,582 00	159,022 00	171	254 03	.....
Holly	109,657 90	15,160 00	124,817 90	220	362 34	\$992 31

WETZEL COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Centre	\$176,465 87	\$42,358 00	\$218,823 87	621	\$397 55	.....
Church	164,367 24	45,102 00	209,469 24	569	846 54	.....
Proctor	232,563 87	63,303 00	295,866 87	852	1,196 30	.....
Grant	206,927 24	30,179 00	237,106 24	431	598 85	.....
Green	149,537 82	29,558 00	179,095 82	436	568 25	.....
Magnolia.....	310,787 95	65,697 00	376,484 95	645	996 65	\$5,104 14

WIRT COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870 among the townships.	Total in County.
Clay.....	\$97,933 42	...	...	...	\$389 65	.....
Newark.....	100,767 16	...	...	...	...	.....
Tucker.....	57,563 11	...	...	...	...	.....
Elisabeth.....	130,781	...	...	...	...	.....
Reedy.....	77	...	...	...	...	.....
Burning Springs	33	...	...	...	...	.....
Spring Creek.....	8	...	...	...	...	.....

FREE SCHOOLS.

WOOD COUNTY.

TOWNSHIPS	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870, among the townships.	Total in County.
Parkersburg.....	\$2,152,553 00	\$1,514,980 00	\$3,667,533 00	1,837	\$3,472 10	.....
Williams.....	376,190 00	112,070 00	488,260 00	538	790 00	.....
Union.....	247,258 00	62,395 00	309,653 00	533	771 00	.....
Clay.....	239,937 00	162,345 00	402,282 00	562	789 86	.....
Walker.....	190,898 00	230,955 00	421,853 00	604	664 49	.....
Slate.....	185,971 00	53,775 00	239,746 00	316	506 61	.....
Tygart.....	195,135 00	51,815 00	246,950 00	390	705 18	.....
Lubeck.....	356,118 00	161,115 00	417,233 00	706	1,177 76	.....
Steele.....	180,110 00	64,020 00	244,130 00	602	789 50	.....
Harris.....	272,288 00	109,045 00	381,333 00	661	861 67	\$10,529 83

WYOMING COUNTY.

TOWNSHIPS.	Real Estate.	Personal Property.	Aggregate.	No. of youths in each township between the ages of 6 and 21.	Apportionment of State School Fund for 1870, among the townships.	Total in County.
Oceana.....	\$359,393 00	\$29,074 00	\$388,467 00	292	\$493 00	.....
Center.....	22,759 30	13,926 00	36,685 00	254	388 00	.....
Clear Fork.....	81,105 50	21,339 00	102,444 50	215	350 00	.....
Huffs' Creek.....	115,548 04½	9,047 00	124,595 04½	131	285 19	.....
Barkers' Ridge.....	201,499 75	9,313 00	210,812 75	197	346 20	.....
Slab Fork.....	24,248 75	10,682 00	34,930 75	253	297 00	\$2,099 39

REMARKS AND SUGGESTIONS

OF

COUNTY SUPERINTENDENTS.

ANNUAL REPORTS
OF
COUNTY SUPERINTENDENTS.

WHEELING CITY—F. S. WILLIAMS, *Sup't.*

Little more than twenty-three years have elapsed since the first establishment of public schools in the city of Wheeling. Nearly twenty years prior to the organization of West Virginia as a State of the Union, and while the territory embraced in her limits yet constituted a part of the "Old Dominion," certain citizens of Wheeling, prominent among whom were Morgan Nelson, James E. Wharton and Thomas Johnston, Esqrs.,—the first named being now deceased, and Messrs. Wharton and Johnston at this time non-residents of the city,—resolved upon a movement in favor of a system of public schools in the city of Wheeling and Ohio county. A petition addressed to the Legislature of Virginia, asking for a special enactment in favor thereof, was extensively circulated and numerous signed; and Mr. Wharton was sent to Richmond with instruction to labor with members of the Legislature to secure the passage of the Act, which had already been framed by Mr. Nelson.

It is due to say that the movement met with very determined opposition on the part of certain prominent citizens of that day, who deemed the measure an uncalled for innovation upon time-honored usage. But, fortunately, the subject did not enter extensively into the arena of

party politics, both friends and opponents of the measure being found in both of the then existing prominent political parties. And, thanks to Providence, the earnest efforts of those in favor of general diffusion of knowledge were crowned with success even beyond their most hopeful expectations. The Wheeling and Ohio county School Bill passed with but immaterial modification.

Under the Act a joint county and city Board of Education was organized, and as rapidly as circumstances would justify school houses were built and schools opened.

It was, however, very soon ascertained that regulations applicable to country district schools could not be made to apply successfully to city graded schools; and furthermore, that there were certain conflicting interests relating to the school finances, which could not be reconciled or satisfactorily adjusted. Consequently a succeeding Legislature was requested to constitute the city of Wheeling an independent school district. The prayer was granted, and since February 23, 1849, the date of the passage of the act, or rather from the 27th day of March, 1849, the time of the organization of the first city Board of Education, Wheeling has carried on her schools independent of the schools of the county or of the State.

The first public school in the city of Wheeling was opened in the Third Ward on the 2d day of October, 1848, under the principalship of Mr. A. J. Haile, and very soon thereafter schools were organized in the remaining four wards, with Messrs. Wallace, Arthur, McKelley and McMechen as Principals. The writer succeeded Mr. Haile as Principal of the Third Ward school, in April, 1850. The first Wheeling Board of Education, or Board of School Commissioners as it was then styled, consisted of Messrs. Thomas Johnson of the First ward, William S. Wickham of the Second Ward, Morgan Nelson of the Third Ward, Richard W. Harding of the Fourth Ward and Henry Echols of the Fifth Ward.

The public school houses first built in Wheeling—but one of which, that of the Second Ward, remains in its pristine loveliness—were regarded as models of architectural beauty and convenience; and they were pointed to with pride and satisfaction, particularly by those who had been mainly instrumental in securing to Wheeling the prospective advantages of a system of general education. There were five of these primitive structures, one in each ward of the city, and all built on the same general plan, each having two main school rooms, one for boys and the other for girls—it being at that time deemed wise to assign the sexes to separate apartments.

With a population of about ten thousand, the aggregate attendance *in the schools* did not greatly if at all, exceed one thousand, or one

hundred for every thousand inhabitants, and continued in about the same ratio for a number of years.

The increase in the population of the city, has at no time been remarkably rapid. At the time of the admission of West Virginia as a State of the Union, and about fifteen years subsequent to the introduction of the public schools, the city proper contained not exceeding fifteen thousand inhabitants; and at that time the enrollment in the schools was only about fifteen hundred. From the beginning, however, the accommodations, except in the Second and Third Wards, had proved inadequate for the number of pupils in attendance, and additions were, from time to time, made to several of the school buildings, although the actual number of schools and school houses continued the same until the organization of the schools under the existing plan, in 1865. It should here be mentioned that in 1852 the front part of the original Third Ward school house, in consequence of having been built on an insecure foundation, gave way and the building had to be vacated. At about the same time it was ascertained that the title to the ground upon which the house had been built, was insufficient. It was hence decided to abandon the property altogether, and to purchase a new site and erect a new building. Ground was accordingly bought on the northeast corner of Quincy and Sixth streets, and during the years 1853-4, the present school house of the Third Ward was built. While the building was in process of erection, the old City Hall over Second Ward market house, and the firemen's Halls of the Second and Third Wards, were used for school purposes. During sixteen years, from 1854 to 1870, the present school building proved sufficient for the accommodation of all the pupils in attendance. During the last year, however, it has been found necessary to rent a room outside for the accommodation of a part of the lower primary division of the Third Ward school.

In the foregoing I have endeavored to give a succinct statement of the origin and early progress of the schools of Wheeling. In evidence that these schools have grown in the popular favor, the fact may be stated that the ratio of the enrollment in the schools to the entire population of the city has continuously increased within the last seven years. For a number of years after the organization of the schools under the old system, the ratio of entire enrollment to entire population was about as one (1) to ten (10). During the last scholastic year the total enrollment was equal to about one-sixth of the entire population, and the average monthly enrollment to little less than one-eighth.

By legislative enactment the borough of South Wheeling, with a population of 2,935, was recently incorporated with the city of Wheel-

ing, and now constitutes the Eighth Ward of the city. According to census of July, 1871, the population of the city, inclusive of South Wheeling, was 23,104. The number of youths between six and twenty-one years of age was 7,941. Since the beginning of the current school year, (Sept., 1871,) more than three thousand names have been entered in the school registers, and the number will probably be increased to well nigh four thousand before the close of the year in June. The average monthly enrollment during the three months of the year which have transpired was upward of twenty-eight hundred. That there may be no misapprehension, or seeming discrepancy in statements, it should be borne in mind that the figures here given have reference to a later period than those submitted in my statistical statement which will be incorporated with the tables of your forthcoming annual report, the latter having reference to the school year ending June 30, 1871.

For the information of persons sufficiently interested to read this paper, but who have not time or inclination to go through the tables of your report for the purpose of gleaning the items which relate to the Wheeling schools, I submit the following condensed statement, adding a few particulars contained in a recent report which I had occasion to make to the National Bureau of Education, but which were not called for in the report which I was required to make to your department:

1 Assessed valuation of real and personal property in the city.....	\$13,025,298 06
2 Estimated true value of real and personal property in the city.....	30,000,000 00
3 " " " of all school property, real and personal.....	151,500 00
4 Total enrollment in the schools during year ending June 30, 1871.....	3,456
5 Average monthly enrollment in the schools during year ending June 30, 1871.....	2,333
6 Number of teachers employed, (including seven special of German).....	65
7 Amount paid for teachers' salaries.....	\$29,562 50
8 " " " all other school purposes, except permanent improvements.....	8,426 93
9 Total costs of operating the schools for the year.....	37,989 43
10 Cost per pupil for tuition (teachers' salaries) based on average monthly enrollment.....	12 67
11 " " " all other objects, except permanent improvements.....	3 61
12 Total cost per pupil.....	16 28

The 1st, 2d and 3d of these items are made to embrace South Wheeling. As before stated, this borough was but recently included within the city limits. Its school property is valued at \$6,000. Exclusive of this item the total estimated value of the public school property of Wheeling is \$145,500, as stated in my report.

The Legislature in amending the school law of this District so as to include South Wheeling and exclude the borough of Fulton, through haste and want of proper care, made several very serious mistakes. I desire to make mention of this matter in order that the attention of the Legislature may be directed thereto early in the coming session. Whether the errors alluded to were the work of the committee appointed by the Wheeling Board to frame an amendment to the law, or

of the member by whom the Bill was introduced, or of both, is not material. The mistakes were made, and need to be speedily corrected. The preamble to the amendment reads as follows:

“Sections one, two, three and eleven of chapter fifty-seven of the Acts of eighteen hundred and sixty-seven, are hereby amended and re-enacted so as to read as follows.”

Now the third section should have been in no manner disturbed in its essential provisions; and it was no part of the intention of either the Board or the Committee that it should be disturbed, since it contains matters absolutely essential to the qualification of members for the proper discharge of their duties as school officers. It provides that the clerk shall notify members elect of their election; that they shall be required to take the oath of office; and that the clerk shall administer said oath; and for the manner of filling vacancies which may occur in the Board, from death, resignation, refusal to serve, or otherwise. The preamble to the amendment blots this section entirely from the law, and substitutes for it a mere provision for the addition of a part of the township of Ritchie to the school district of Wheeling, whereas this provision should have been introduced as an amendment to the 2d section.

Another serious and unintentional mistake is that which substitutes the word *July* for *January* in the second section. The law of 1867 provided that members elect of the Board of Education should enter upon their duties on the first day of July following their election. At the time of the adoption of this law the township elections were held in April. The time was subsequently changed to October, and the word July, where it occurred in the second, third and fourth sections of the law, changed to January. It is presumable that the party or parties concerned in framing the recent amendments made use of a copy of the law of 1867, instead of the amended act of March 3d, 1868, and inadvertently introduced the word July, as it there occurs, for January.

The eleventh section of the law was so amended as to make the collector of the city revenues the collector also of the school assessments. Strangely, there is no provision whatever in the law which requires this officer to give any security for the faithful handling of the school monies, nor can his official bond, required by the city councils, be made to cover the case. It is a thing almost or quite unprecedented to require no security of an officer whose business it is to receive and disburse public funds. And, disclaiming any doubt of the official integrity of the present collector, I would suggest to the Legislature the importance of so amending the eleventh section of the Wheeling school law as to require the collector of the school revenues to give

bond, to be approved by the Board of Education, and in such amount as may be required by the Board, for the faithful disposal, according to law, of all school monies which may come into his hands.

The Convention which is to meet in January, with the object of revising the organic law of the State, will, of course, consider whether the chapter or article in the present Constitution, which relates to Education, shall undergo modification. It is presumed that the Convention will, in the main, be composed of men fully competent to discharge intelligently the responsible duties which will devolve upon them. And not the least important of these duties are those relating to Education.

A very grave error into which such bodies have heretofore not unfrequently fallen, has been that of supposing their duties to be of a legislative character, and hence of assuming legislative prerogatives, and of introducing into State Constitutions provisions calculated in some instances to prevent future important and necessary legislative action, and in others to compel such action as has proved or may prove disastrous to the public interests.

There are, undoubtedly, some changes required in the organic law of West Virginia; and, if a figure may here be allowed, it may be said that the rules of addition and subtraction, and particularly the abbreviations of these rules, should be carefully studied by those whose duty it is to make the needed changes.

The tenth article of the Constitution needs little or no modification. It contains about all that should appear in that instrument on the subject of Education.

In my report to your department a year ago, I gave a description of the new school building then in process of erection in the Fourth Ward of the city, a lithographic print of which appeared as a frontispiece in the report of your predecessor. The building is now completed, and it may be regarded both as an ornament and a credit to the city. It is in every particular by far the best public school edifice in the State, and will compare favorably with those of any of the principal cities and towns of other States. The house, furniture and grounds are valued at about \$35,000. The house cost little over \$30,000, and in the matters of material, workmanship, size, convenience and architectural beauty, it will compare to advantage with a number in our neighboring State of Ohio, which were built at a cost nearly twice as great.

The following are the names of the officers and members of the Wheeling Board of Education, as at present constituted :

OFFICERS :

JOHN H. HALL, PRESIDENT.
JACOB M. BICKEL, CLERK.
F. S. WILLIAMS, SUPT. OF SCHOOLS.

MEMBERS :

FIRST WARD.		FIFTH WARD.	
Wm. Stewart, (re-elected) term expires Jan., 1875	1875	John Hamilton.....term expires Jan., 1874	1874
George Zoeckler..... " " " 1874	1874	Andrew Wilson..... " " " 1873	1873
John Scott..... " " " 1873	1873	F. W. Bassett " " " 1872	1872
SECOND AND SEVENTH WARDS.		[Mr. Bassett will be succeeded by Mr. James Maxwell.]	
Jacob M. Bickel.....term expires Jan., 1874	1874	SIXTH WARD.	
John Pfarr..... " " " 1873	1873	W. H. Harrison, (re-elected) term expires Jan., 1875	
T. T. Hutchisson..... " " " 1872	1872	George Carnahan " " " 1874	
[Mr. Hutchisson will be succeeded by Dr. Thos. H. Logan.]		William Weitzell..... " " " 1873	
THIRD WARD.		EIGHTH WARD.	
John H. Hall.....term expires Jan., 1874	1874	George Bowers, (re-elected) term expires Jan., 1873	
Dr. A. S. Todd..... " " " 1873	1873	Dr. R. W. Hazlett..... " " " 1872	
Augustus Pollack..... " " " 1872	1872	Charles Otte..... " " " 1872	
[Mr. Pollack will be succeeded by R. H. Cochran, Esq.]		[Messrs. Hazlett and Otte will be succeeded by Messrs. Stephen Waterhouse and Augustus Weidbusch.]	
FOURTH WARD.			
James Launder, (re-elected) term expires Jan., 1875	1875		
B. F. Caldwell..... " " " 1874	1874		
Joseph A. Metcalf..... " " " 1873	1873		

It is a fact deserving of mention, that the venerable Dr. Todd, whose name appears as a member of the Board of Education from the Third Ward, has been connected with the schools of Wheeling, as trustee, commissioner or examiner, since their first organization in 1848, except during an interval of two years extending from July 1868 to July 1870. And it is due to say that these schools never had a more devoted friend and supporter. Though well advanced in years, his zeal in the cause of education seems in no degree abated. His chief desire at this time with regard to the schools of Wheeling, is that the system may be made more efficient by the crowning feature of a Central High School. For such a school the Doctor has ever been a zealous advocate. His efforts, however, in common with those of other friends of education, in favor of the establishment of such a school, have thus far proved abortive, mainly owing to opposition of professed friends of free schools; and Wheeling, be it said with sorrow, continues to stand almost stark alone among the cities of the United States, without the advantages of such a school. And, although her public schools have done and are still doing effective work, yet it cannot be expected that they will compare favorably with the schools of other cities, until the High School is added and its reflex beneficial influence made to permeate the Grammar, the Intermediate, and the Primary schools.

BARBOUR COUNTY—R. A. McCUTCHEON, *Sup't.*

I have the honor to submit the following remarks, more fully to explain the affairs of our county. Due attention is given to the selection of competent teachers, and a great interest felt in the success of the schools. Not much time is given to the enrollment of youth nor to the preparation of reports. Possibly our good people have never thought of an educational interest in them beyond the confines of our mountain State. I have always thought that each successive report to you from this county would be more complete than its antecedent, but this is surely the meanest of the mean.

I do not blame any one for it, as it is every one's business.

The great incentive to action is wanting. For the annual enrollment one trustee should be allowed \$1.50 to insure action for successive reports.

I advocate the retention of county supervision through our delegates in convention. Repeal that part of the school law creating trustees and school commissioners and enlarge the powers of the county superintendent.

Make his office worthy the vocation with sufficient salary to insure his whole attention, and then the full power of the system will be developed and felt. It has been predicted by the uncharitable that this system will retrograde and sluff off into the ancient days of "log cabins and hard cider," now that the political features of the State have changed. Believe it! Who can?

Sir, this belongs to no party—it is wholly of and for the people and their honored future. I, sir, look forward with hope and faith that the governing power of this State will make the Switzerland of America the scientific Germany, and the general intelligence of its citizens equal that of any other state either in the new or old world.

Let us remember that the educated brain of Germany most signally overwhelmed the less erudite millions of a once fearfully powerful military nation. Then let us not forget whilst we are expending millions of revenue for Needle guns and Columbiads, to develop that far greater power—the strong native intellect of West Virginia.

It is impossible for me to show you the financial condition of Barbour, from the fact that our Boards of Education do not clearly comprehend it, and have failed to set it forth in their report.

But the townships that entered into the work at an early day have now paid off the building debt. Union township is out of debt and is running her schools with only 15 cents tax on the \$100.

Elk township is in the same condition. Pleasant township is emerging.

The four remaining are not cognizant of their condition, but force of circumstances will soon develop it.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Mrs. M. E. Hilkey.....	1	Silas Dawson.....	2
Miss L. See.....	1	Thos. A. Allen.....	2
E. Lee Dayton.....	2	J. D. Summers.....	2
A. J. Smith.....	3	J. L. Glascock.....	2½
V. A. Gribble.....	1	D. W. Shaw.....	1
Jacob Hudkins.....	5	Thos. P. Douglas.....	2½
N. J. Bosworth.....	3	D. K. Ford.....	1
Jacob G. Waugh.....	3	J. W. Gawthrop.....	1
R. L. Fallman.....	2	A. J. Hartman.....	2
Miss Addie Clark.....	1	W. S. Wheeler.....	1
J. N. Tannehill.....	2	R. A. Douglas.....	3
R. Zinn.....	5	S. G. Bartlett.....	2
J. B. Bailey.....	2	J. M. Lake.....	2½
R. M. Talbott.....	2	J. R. Phillips.....	2
Miss Celia Wilson.....	3	J. S. Nester.....	2
David M. Howell.....	3½	G. W. Heltzell.....	2
Wm. K. Bowers.....	3	B. M. Nester.....	2
George H. Helmle.....	1	A. M. Nester.....	3
Valentine F. Taylor.....	2	Grenville Bartlett.....	1
W. P. Kendell.....	1	M. T. Bailey.....	1
Joseph F. See.....	1	L. W. Robinson.....	3
Jas. W. Samples.....	1	Wm. F. McGee.....	3
M. V. Oldaker.....	3	F. M. Cozad.....	5
J. E. Heatherly.....	2½	J. M. Allen.....	2
David W. Gall.....	1	Jas. H. Robinson.....	3
R. M. Baker.....	2	C. S. Wise.....	2½
Jas. L. Newlon.....	1	George Throop.....	1
E. L. Robinson.....	2		

BERKELEY COUNTY—W. S. PENICK, *Sup't.*

The within report is necessarily very imperfect. Having but recently entered upon the duties of the office I can say very little about the condition of the schools. (I am now filling the unexpired term of Rev. Mr. Lacy.) The reports of the township clerks are generally very imperfect and unsatisfactory. The most of them seem not to have understood their duties. I came into office too late to have them corrected, and consequently this report only approximates the true condition of the schools in the county. My predecessor had left the State before I received the papers of the office, and on that account I could not get the benefit of his observations.

*From the Hedgesville township no report has been received, and the one from 1870, from which I gleaned some statistics, is so contradictory that it is totally unreliable.

We shall endeavor to remedy these difficulties during the next year, if possible.

The common school system is growing in favor with the people, and will continue to do so in proportion as it is rendered more efficient.

There is, so far as we have heard, very general complaint among

*Their report has been received and incorporated in this.

the teachers and patrons of the public schools against *Pinneo's English Grammar*.

It seems from the reports I have received that the boards of education have failed to reserve the portion of the school fund provided by law for the colored children. They seem to have provided for them in the same manner they have for the whites.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Wm. T. Siler.....	3	S. S. Smeltzer.....	2
Samuel W. Catlett.....	5	E. F. Weirick.....	3
Kate A. Ahern.....	2	W. H. Jauney.....	2½
A. J. Hockenberry.....	1	Thomas W. Huston.....	3
A. E. Long.....	2	O. H. Huston.....	2
M. G. Albright.....	2½	Elizabeth J. Huston.....	2
Geo. A. Stewart.....	1½	Hannah E. Roger.....	2
David Speer.....	1½	Louisa Wyman.....	1
Mary E. Hoffman.....	2	John A. Holmes, colored.....	3½
William B. Steward.....	4	Miss A. B. Coyle.....	4
Virginia H. Sturrys.....	1½	Alphonsus Goulden.....	2½
Peter Smith.....	1	W. R. J. Williams.....	5
Laura B. Halsley.....	1½	William M. Deck.....	2
Annie E. Hill.....	2½	C. C. Harris.....	5
Emma McCaleb.....	2	W. Manning Lemon.....	2
F. J. Hayden.....	1	J. A. Goulden.....	1
James Robinson, Jr.....	2½	James W. Evans.....	3½
Lewis A. Smith.....	1½	William R. Preston, colored.....	4
J. Newton Hall.....	1½	Geo. W. Green.....	5
M. J. Peledict.....	2½	Kate S. Alleman.....	2½
J. H. Alexander.....	1½	A. M. Graham.....	3

BOONE COUNTY—RUFUS WORKMAN, *Supt.*

I herewith transmit my second Report of Common Schools. It would have afforded me great pleasure to have been able to forward it at an earlier date.

But it seems to be impossible to get the Boards of Education to make their reports in due time.

I am sorry to say that, after waiting until this time, I have to make up my report without any special information from Scott township, which is one of our leading townships in point of intelligence.

I will not attempt to speak at this time of the many reasons why those reports are not made, but proceed to give you an account (as best I can under the circumstances) of our schools during the past year.

We have had schools taught in Sherman township, in the aggregate, 28 months—20 by males and 8 by females. In Crook township, 17 by males; in Peytona, 23½ months by male teachers; in Washington, 23 5-6 by males; in Scott, from the best information I can get, there were taught 20 months by male teachers—making, in all, for the *entire county*, 114½ months, at an average cost of \$31.37 per month,

making total amount expended in county for school purposes \$3,586.63½.

It will be seen by reference to my financial report that the levy as reported, with the State funds, amounted to \$4,613.93, which is \$1,027.-30 more than has been expended. There is of last year's levy, now in the Sheriff's hands, money and unpaid tax receipts for more than that amount.

We have paid out for school houses, according to reports of Secretaries, \$908.41; for repairs, \$109.50; for apparatus \$3.00; for contingent expenses, in Sherman, Peytona, Crook and Washington townships, \$77.68 (Scott not heard from). We have 1,735 youth in our county; 1,027 have attended school; 736 are studying orthography; 505 reading; 264 writing; 158 arithmetic; 58 geography; 57 English grammar and 3 algebra.

We have our county about supplied with school houses. They are not fine, but the most of them are comfortable and substantial.

Our schools have been taught, as a general thing, by teachers who have labored very hard to advance their pupils, and, in the majority of cases, have given general satisfaction.

The time is rapidly approaching when teachers to get employment in this county will necessarily be compelled to have a well graded certificate; and I will here say to teachers who hold medium certificates, if you expect to follow teaching you must apply yourselves in order to keep pace with the times.

The townships have all laid their levies, but I feel fearful that Washington will not be able to have the required amount of school months, on account of the smallness of the levy—25 cents. I am opposed to high taxes, but I am in favor of schools, and my motto is to lay the levy to 50 cents on the \$100, and have sufficient means to educate the youths of our country. I believe that the school commissioners are taking more interest in the management of schools than heretofore. Trustees in some communities seem to realize the importance of their office, and have gone to work in the right direction, and good has been accomplished through their influence.

Taking a general view of the entire county I feel justified in saying that our schools are this year in a prosperous condition.

There are still some in our midst who are dissatisfied with the system, but they are like bubbles on the water; when the rain ceases the bubbles gradually disappear; so those who are in opposition to free schools will gradually disappear.

I have, in the last few months, visited quite a number of schools and found them all in a flourishing condition.

I am not satisfied with our blank form for teachers' certificates. X

think there should be different grades for each branch, and the applicant should receive a certificate according to his qualification in each branch. Then, and not till then, will trustees be properly informed by the superintendent, of the qualification of the teacher. There is another point in regard to the school law to which I wish to call the attention of the Legislature at the coming session. Boards of Education are required to lay a levy sufficient, with the State funds, to continue schools in each district for at least four months. The State funds are not disbursed until the first of September, and sometimes not until October; consequently, the Board can know nothing definite as to the amount they will receive. Under present arrangements they have to lay the levy sometimes in August, in order that the sheriff can get the tickets in due time; consequently they have to guess at the amount. I only propose to point out the evil, hoping that the Legislature will seek the remedy.

I will now close my report by asking the teachers and all the township officers in the county, to give my successor, Mr. John W. Mahan, their hearty co-operation, and, with him as your leader, may you ever prove yourselves worthy to be entrusted with the formation of the manners, direction of the mind, teaching the morals, molding the character, and shaping the destiny of the immortal souls of the youth of our county.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Benjamin Price.....	5	Sampson Roberts.....	2
A. J. Coon.....	5	S. H. Campbell.....	3
S. T. McKimm.....	1	Miss M. J. S. Gardner.....	2
R. C. Voss.....	1	Miss Julia Morris.....	2
A. De Jarnette.....	4	Elijah Hensley.....	4
Adam Toney.....	4	Isaac P. Williams.....	3
Joshua Mitchell.....	5	John Morris.....	3
Susan M. Ballard.....	2	John L. Owens.....	5
F. S. Jarrell.....	5	Abner Whitten.....	3
Cary Toney.....	4	John L. Harless.....	3
Thomas Hill.....	5	E. R. Parrell.....	3
John S. Lavender.....	1	Lewis Hunter.....	4
F. B. French.....	3	Robert M. Campbell.....	2
M. A. W. Young.....	3	Jacob Coon.....	4
Marquis Foster.....	5	Thomas M. Bowls.....	4
Isaac Harless.....	5	Samuel L. Webb.....	1
William C. Hopkins.....	2	W. J. Grow.....	3
B. S. Hager.....	5	John F. Ball.....	3
James Pack.....	5	Thomas Price.....	5
William Workman.....	4	L. D. Browning.....	4
J. F. Ferrell.....	5	E. B. Stover.....	5
F. C. Jarrell.....	5	William Toney.....	3
Benjamin H. Workman.....	5	M. P. Roach.....	3
Joseph N. Estep.....	5	L. D. Hager.....	3

BRAXTON COUNTY—W. F. MORRISON, *Supt.*

I herewith transmit my imperfect annual report for the scholastic year, ending August 31st, 1871.

The secretaries—some of them—failed to report until quite recently, and then some of their reports were returned for correction, and even then very little amendment made. The blanks furnished the secretaries do not correspond in every respect with those furnished the Superintendent, and it is very difficult to understand what is wanted; consequently it is almost impossible to get correct reports.

Our school Boards are very averse to building school houses, or laying a levy for that purpose. For the last year I have labored, almost incessantly, with the several township boards, urging upon them the great and indispensable importance of building school houses, but with little avail. Some of them seem determined to build huts, if they do build, instead of houses. Our county is poor and therefore we have not the pecuniary means to build fine specimens of architectural beauty. Notwithstanding this, it is surely policy and economy to build houses that are convenient, comfortable and durable. The committee appointed to settle the school accounts with the several school officers of this county had long and arduous duties to perform. The officers (some of them were indifferent about the matter,) failed to lay before the committee all the necessary books, records, &c. Therefore, it was a very difficult and laborious task to make a settlement; but by labor and perseverance said settlement was completed, an abridged copy of which I will transmit to your office soon. You will see by said settlement that the officers of Clay township were found to be in arrears \$2,367.65, and that in Washington township their indebtedness was \$2,605.16. The latter will have (when collected) an offset of \$1,116.58, the levy of 1870, which the treasurer failed to collect, and which is now in the hands of the Sheriff; also \$600 or \$800 of tax receipts for the years 1868, 1869 and 1870, which, by an act of the Legislature, passed February 27, 1871, were put into the hands of the Sheriff for collection.

CLAY TOWNSHIP.—This township, you will see by my tabular report, has built eleven school houses and has quite recently let contracts for four or five others which, I presume, will be ready for occupation by the 1st of January next. There were seventeen schools in operation during the year, with an average of over three months each. The report of the township shows an indebtedness of \$794.68, but you will see by settlement made by committee for the several years, the debt is much greater.

FRANKLIN TOWNSHIP.—Notwithstanding there have been no school houses built in this township as yet, the trustees have managed to get houses that answer tolerably well with the exception of one or two districts.

The Board of the township has been very economical. Twenty

cents has been the levy of this township up to 1870 and 1871; each district has had schools—average about three months, and there is a balance in the treasury of \$1,385.83.

LINCOLN TOWNSHIP.—This township had sixteen schools in operation during the year, average three months. The Board of the township has made very little progress in building. The school officers have managed to secure houses for school purposes for the time being. The levy has been comparatively light. The finances of the township have been conducted very economically. By their report, they show a balance on hand of \$386.47.

WASHINGTON TOWNSHIP.—The report of this township is incorrect and incomplete, owing to the fact that the levy of 1870 had not been collected, and is now in the hands of the Sheriff, and no settlement having been made with him by the Board, the secretary could not show the exact condition of the finances. Notwithstanding no houses are reported in this township, there are three or four now in course of erection with a view of getting them ready for schools this winter.

SUGGESTIONS.—Sec. 13 of the school law provides that "The Board of Education shall have general control and supervision of the schools, in their township, &c." Sec. 15 provides that the trustees of every school district shall appoint the teacher for the schools under their charge, fix their salaries, and dismiss them at any time for incompetency, &c. Some of the Boards of the county have passed a resolution restricting trustees to pay certain salaries to teachers, and have refused to pay teachers the amount to which they were entitled, by their agreement with trustees. Some of our teachers have brought suit to recover. This creates unpleasantness between teachers and school officers, which ought not to be. Those two sections referred to should be relieved of ambiguity. If the Board have the right and power to restrict trustees in this respect, so much of the 15th section as relates to teachers' salaries is superfluous—would better be stricken from the statute. Section 22 provides that the trustees, aided by the teachers, shall, in the month of August, make a report to the secretary of their township, in reference to their school district, the number of schools under their charge, &c. Our schools are generally taught in the winter season. Some of our teachers are from other counties and even from other States, and when the time arrives for them to report they are a hundred miles away. This section should be amended so as to require and compel teachers to report at the close of their schools. For further remarks upon the school law I refer you to the report of the superintendent of Greenbrier county, for the

year 1870, according in the main with my own views upon the subject. I granted, during the year, fifty-two certificates: Three No. 1's, eight No. 2's, nineteen No. 3's, thirteen No. 4's and nine No. 5's.— If the Boards of Education of the several townships will do their duty in providing houses, the system will be much more beloved. We have in our county some efficient, energetic, wide awake teachers, and if the school officers will do their duty, notwithstanding our sparsely settled and mountainous county, the people's appreciation of the system, and faith in its perpetuity and in the ultimate triumph of free popular education will be shown by demolishing the old log houses and the erection in their stead of neatly constructed frame houses worthy of the name for which they are intended. I visited all the schools that were in operation during the year (with comparatively few exceptions) and found most of the teachers wide-awake, alive to their duty and worthy of their profession. Notwithstanding all the obstacles with which we have to contend, the system is becoming more popular and our schools and teachers are prospering.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

John W. Jones.....	3	Perry C. Roberts.....	4
A. G. Dobbins.....	4	Hezekiah Slump.....	5
Wm. H. Bowyer.....	3	Reno Wilson.....	5
Nathan Clark.....	3	John G. Young.....	4
A. H. Helmick.....	3	Daniel F. Humphreys.....	2
Thomas H. Squires.....	5	James D. Dillon.....	2
Thomas E. Friend.....	3	Ellis S. Hyre.....	3
J. J. Minriey.....	5	A. C. Dyre.....	3
T. J. Berry.....	1	A. B. Cunningham.....	5
John W. Arthur.....	5	William Kraft.....	3
C. W. Taylor.....	4	Miss Maggie E. Dillon.....	3
Miss Edith B. Relf.....	2	D. E. Cutlip.....	4
W. P. Shaver.....	4	Samuel F. Griffin.....	4
G. M. Berry.....	2	Rufus McCutchen.....	3
Newton B. Newton.....	3	William H. Green.....	3
David W. Reip.....	4	Granvill Huffman.....	2
Isaac R. Shaver.....	3	Mrs. Frances V. Berry.....	1
Miss Mollie J. Moore.....	1	T. T. Berry.....	3
Miss Ruth Rogers.....	4	John P. Berry.....	3
J. W. Hannah.....	3	John Given.....	3
Charles A. Powers.....	4	E. B. Rollyson.....	3
James A. Johnson.....	4	D. S. Morton.....	3
H. F. Shaver.....	5	Isaac E. DeMoss.....	5
E. A. Berry.....	2	Mortimer Rose.....	2
A. J. Young.....	5	Mrs. Hannah S. Sayre.....	2
J. F. Thayer.....	4	M. Wiesenfield.....	3

BROOKE COUNTY—J. W. HOUGH, *Supt.*

Those interested in our common school system, in taking perspective view of its workings in our county during the year, will find much for encouragement and gratification. In the county twenty-five school buildings for common schools.

Every district in the county is now in possession of a good school building; and Bethany, which last year had a building 40x32, has, during the past year, enlarged it to double that size. The building now contains four large and well arranged rooms, sufficient to accommodate two hundred pupils. Three of these rooms are now being occupied. The school is in charge of one principal and two assistants, all of whom are energetic workers in the cause, and if means can be furnished for a sufficient term of school in each year it can be made a very efficient graded school, surpassed by none in the county.

Wellsburg school district is very favorably circumstanced for rapid progress in matters pertaining to the education of youth. Professor J. W. Cuppy is in charge of the school, assisted by a corps of efficient and energetic female teachers, all laboring with the greatest zeal—all in lively and active sympathy with the cause in which they are engaged. Professor J. W. Cuppy is an energetic and thoroughly practical educator, and will reflect credit on himself and his employers during his labors at Wellsburg.

Cross-Creek township built one new school house the past year. This completely furnishes her with a good and comfortable school house in every district. The districts throughout the entire county are all furnished with maps, charts and all requisite comforts and conveniences; and surrounded with large and pleasant grounds for recreation.

We still have some hindrance—some opposition to our free school system. But we will not be discouraged at this, when efforts at progress and reform in all parts of the world's history have been opposed, and some have had to struggle through a long succession of ages against powerful and allied parties. We have those among us who are opposed, and always have been opposed, to the free school system. And now, as popular sentiment is so overwhelmingly against them, they must accept it; and they would now destroy its efficiency by cutting the school term, in each year, down to the very minimum of the law. Our school system in that case is merely nominal. This is the case in one of our townships the present year. I would suggest that the law be so changed as to require the Board of Education to make a levy sufficient, with the money received from the State, to keep the schools in operation for at least eight months in the year. Property owes its peaceable possession and defence to the virtue and intelligence of the people, and property ought, therefore, to be taxed for the education of the people. We have among us some who advocate a compulsory system of education. I think such a system would be incompatible with our republican institutions. It would directly and arbit

interfere with vested private rights and interests. Let us have laws that will bear alike on all classes and conditions of citizens. Give the laboring man an opportunity to obtain a competency for himself and children and have some leisure time; encourage him to occupy this time in improving his mind. Excite an interest in educational matter among the people; pay wages that will justify good talent to engage in teaching; adopt the best plans of imparting knowledge, and all classes of our citizens will soon embrace the advantages with alacrity.

A Teachers' Association has been formed in this county during the past year, the good effects of which are already beginning to develop themselves. Associations are of transcendent importance to teachers. Their frequent meetings together are of mutual advantage to each. It is important that those engaged in the various enterprises of life should meet together for mutual consultation. I can conceive of none that is more important than the assembling of those to whom is intrusted the shaping and developing the pliant mind of youth.

In conclusion, I would fail to do an act of simple justice if I did not commend those who, by their efforts, have done so much in effecting the completion of the Brooke County Teachers' Association. Among those who are deserving of special notice is Professor J. W. Cuppy, of Wellsburg, and Professor A. E. Dolbear, of Bethany College. The lady teachers of Wellsburg have all been persistent and efficient workers in this praise-worthy enterprise.

I return my thanks to the teachers throughout the county, school officers and citizens generally, for the kindness, favors and encouragement that I have met with from them during my official career.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

George Russell.....	1	Jennie Hessay.....	2
John F. Green.....	2	Mary A. Wylie.....	3
Kate McGuire.....	2	Rose Wheeler.....	2
Flora Waddle.....	2	James F. Westlake.....	2
John W. Cuppy.....	1	S. C. Gist.....	1
L. C. Fisher.....	3	Clarinda Hunt.....	3
Maria C. Huffman.....	2	John H. Brower.....	1
James E. Baxter.....	1	Carrie M. Adams.....	3
Carrie S. Baxter.....	1	S. F. Patterson.....	1
Annie M. Brashear.....	2	Albert G. Lee.....	2
C. W. Bonar.....	1	G. A. Baxter.....	1
John A. Blattan.....	1	Gustavus A. Kyle.....	1
John Churchman.....	1	Sarah E. Hunter.....	1
Mattie C. Carle.....	1	H. E. Worstell.....	1
Aura E. Campbell.....	1	Thomas Shannon.....	1
Ada Cunningham.....	1	Lizzie L. Wirt.....	1
Jennie W. Foucher.....	2	A. L. Wirt.....	1
J. O. Scott.....	2	Lizzie Hough.....	1
Annie L. Murphy.....	2	Charles Kyle.....	1
Rachel M. Lee.....	2	Israel Wright.....	1
Annie M. Lazear.....	2	Belle Oglevie.....	1
James D. Lazear.....	1	Susan Beck.....	2
Kate Hindman.....	2	C. B. Turner.....	1
Mary C. Hogue.....	3	Matilda Hoffman.....	2

CABELL COUNTY.—Jno. W. Church, *Supt.*

If it were not for imperfections in my annual statistical and financial report for the year ending September 30, 1871, I would refrain from any specific remarks. I find it an impossibility to obtain from school officers a correct statement of the condition of schools in my county. I have repeatedly, by letter, or in person, appealed to secretaries of Boards of Education to discharge the duties required of them by the school law, and at the same time reminded them of the necessity of having accurate reports in order to submit to the people, not only at home, but also abroad, the real condition of the free schools in the county of Cabell. I have to remark that my efforts have been in vain. The report which I have the honor to mail to you, notwithstanding its imperfections, shows a decided improvement over the one forwarded by me last year. The excuse I have for not forwarding my report sooner is that I received complete returns from the several townships in my county to-day. The school law requires that the superintendent of schools for each county within the State shall annually submit to the State Superintendent of Free Schools "a detailed report of the condition and character of the schools within his county, noting all deficiencies and suggesting their remedies, with such remarks upon the operation of the school law, as his experience and observation may suggest, pointing out wherein he considers them deficient." As regards changes essential to be made in the school law, I have none to offer. The school law is sufficient for the present, and I think that there has been already too much legislation on the subject.

STATISTICAL.

SCHOOLS.—During the year schools have been in operation within every school district. We have no high or graded schools, there being not the least necessity for establishing them.

ENROLLMENT.—According to the enumeration of youth returned to me there are two thousand five hundred and sixty-five youths in the county, a decrease of forty-six from the number reported the year previous, when there were two thousand six hundred and eleven. I cannot account for the decrease.

TEACHERS.—There were sixty-two applicants who received certificates to teach school within the county during the year. Twenty-two received a number one, sixteen received number two, twelve received

number three, twelve received number four, and the number rejected during the year was three.

ATTENDANCE.—The daily attendance of scholars during the year, I regret to say, has not been very favorable. My experience, having taught school in the independent school district of Barbourville for five months during the year, is that the attendance is more irregular in thickly settled districts than in districts thinly settled.

AGE.—In thinly settled sections, where scholars have to travel two and three miles to school, scholars of the age of six years do not attend school regularly on account of the distance, which proves conclusively that the want of population is one of the barriers to the success of the free school system in the State.

VISITS.—The number of visits credited to me denotes neglect on my part. I have visited nearly every school house in the county since the second day of June last, when the schools were not in operation, under the following circumstances: The Boards of Education, when the school law first went into operation, erected school houses upon the lands of parties without paying any attention to the titles. I am thankful to report that I have obtained titles for every school lot in the county, and by so doing have corrected the mistake of the Boards of Education, and also the neglect of my predecessors in office.

FINANCIAL.

TOWNSHIP LEVIES.—I find that the several township levies reported are very inaccurate. I attribute the failure to the settlements which have not been made by the Boards of Education with the sheriff of the county.

RECEIPTS.—Last year we received from the State three thousand seven hundred and ninety-nine dollars, and for the year beginning October 1, 1871, the sum of two thousand six hundred and ninety dollars and forty-four cents, a decrease of one thousand one hundred and eight dollars and fifty-six cents.

EXPENDITURES.—It will be perceived from the statement of expenditures that a handsome sum of money has been expended for school purposes, and if the sum had been twice that reported we could have consumed the whole amount by keeping the schools in operation for six months in lieu of four months.

VALUE OF SCHOOL PROPERTY.—A change of school officers causes different valuations of school property, for the ideas of men vary. I think the valuation contained in this report is accurate, having ob-

served very closely the charges made by boards of education and trustees in contracts for repairs.

SALARIES—The salaries paid teachers in several of the townships have been too much, while in others, teachers are not receiving sufficient compensation. The secretaries of Boards of Education do not receive sufficient compensation for their services, and for this reason competent men will not accept the office, and incompetent men act.—The office of secretary is by far the most responsible one mentioned in the school law.

SUMMARY.—Under this head I find, in most instances, that the reports are blank. I have filled out my report from information which I had previously obtained from settlements had with two township treasurers and Boards of Education, in obedience to an act of the Legislature, passed the 28th day of February, 1871, entitled "An act to provide for the settlement of the accounts of certain officers and persons for school moneys in their hands or under their control."

NUMBER OF BOOKS.—In my annual report last year I was not able to make a statement under this head, from the fact that teachers neglected to report as required of them. I notified secretaries not to receive reports from them until they fully complied with the school law, and the result is that I am enabled to forward a correct statement of the number and kinds of books used in the schools.

CONCLUSION.

In the annual report of Hon. John Eaton, jr., United States Commissioner of Education, for the year 1870, made to Hon. J. D. Cox, Secretary of the Interior, I find the following:

"West Virginia, after having struggled so far successfully in the establishment of a free school system, seems now to be contemplating its destruction."

I think the Honorable Commissioner of Education has done the State an injustice, and a contradiction should originate from some source, as the annual reports submitted to the Legislature by your predecessors in office show beyond controversy that the free schools of our young State are in a prosperous condition, and yours, no doubt, will make an exhibit showing an increased prosperity. The Boards of Education have laid the levy required by the forty-fourth section of the forty-fifth chapter of the Code of West Virginia.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

J. E. Ricketts, Normal School.....	4	Edward Clark.....	2
J. W. King.....	1	Susan Staley.....	4
J. T. Hysell.....	1	C. C. Bryan.....	3
G. W. Preddy.....	1	A. F. Cassels, colored.....	4
C. McCullester.....	1	Angeline Huff.....	1
M. E. Pumphrey.....	1	Sarah E. Wright.....	2
H. C. Duncle.....	2	J. W. Jay.....	2
Dr. Saunders.....	2	Elias H. Poor.....	4
J. W. Kellgore.....	2	Edgar G. Hete.....	1
Joseph Gill.....	4	Marion Johnston.....	3
C. Armison.....	2	Charles Turner.....	4
J. A. Hatfield.....	2	A. M. Bryan.....	1
Elijah Adkins.....	4	Calvin Morrison.....	1
P. B. Summers.....	2	John J. Rowsey.....	3
E. A. Johnston.....	3	J. H. Roberts.....	2
J. C. Leesley.....	1	L. C. Turner.....	4
H. P. Drown.....	3	V. A. Turner.....	4
F. M. Keyser.....	2	C. S. Neal.....	3
J. J. Fuls.....	3	George Boster.....	1
E. L. Summers.....	3	W. H. Hall.....	1
William Elgoo.....	1	D. B. Childers.....	3
P. J. Riggs.....	1	George K. Osgood.....	2
Clara Neff.....	3	John K. Swann.....	3
Wm. Brumblett.....	1	A. W. Lendley.....	1
Jenny Letalle.....	4	Charles Guthrie.....	2
W. T. Thompson.....	2	H. J. Baumgardner.....	2
C. W. Payne.....	1	James T. Unsald.....	1
C. A. Terry.....	2	Henderson Davis.....	4
H. A. Clark.....	1	A. S. Parsons, Normal School.....	4
J. L. Clark.....	1	William Cade.....	1
H. M. Hall.....	1	J. A. Black.....	3

RECAPITULATION.

No. 1.....	22
No. 2.....	16
No. 3.....	12
No. 4.....	12
Total.....	62

CALHOUN COUNTY—D. W. KNIGHT, *Supt.*

NO REPORT.

CLAY COUNTY—S. B. GROSE, *Supt.*

It is with reluctance that I forward a report so imperfect and in many respects inaccurate. I have used all the diligence within my power to obtain the reports of the several township Boards, but have been unable to get such reports as would enable me to make anything

like a full or accurate report for the past year. And allow me just here to say, that I am of opinion that this will always be the case until the law is so changed as to dispense with at least one-half of the school officers now authorized by law. My own experience leads me to the conclusion that a single school officer in each township would discharge all the duties required of Boards of Education and trustees, and do it more promptly, and in all cases do it more satisfactorily than it is done under the present arrangement.

BUFFALO TOWNSHIP—Had seven schools last winter, all of which I visited, except one, and found them well attended, and although the average grade of the teachers' certificates was below medium, yet I found the teachers giving general satisfaction. We have five school houses completed in this township, three log and two frame, and one other log house which will be completed in time for a school this winter.

HENRY TOWNSHIP.—Owing to the indebtedness of this township we have had but two schools, one of which I taught myself, the other was taught by a young teacher with a No. 5 certificate; both were well attended. We have three school houses in this township all of which are log houses.

PLEASANT TOWNSHIP—Has six log houses and had five schools during last winter, four of which I visited and found them well attended and progressing well.

UNION TOWNSHIP—Has four districts and but two school houses, (both log.) Owing to the indebtedness of the township and for the want of school houses, there was but one school in the township during the last year.

I would just say in reference to all the school houses in this county that they are deficient in furniture and apparatus. Owing to the imperfection of the records of the several township Boards I have not been able to ascertain the true financial condition of the several townships, but think the present levy will pay all liabilities against the townships and run the schools four months during the ensuing winter in each school district.

I think I can safely say in conclusion that our people are all in favor of a system of free schools, but think the present system should be so amended as to abolish many of the offices now authorized by law. I would recommend that a law be passed compelling the attendance of the youths for at least three months in the year, as it is unnecessary to compel people to pay taxes for the benefit of the children and youths of our State and allow ignorant and prejudiced parents and guardians to set the law at perfect defiance by not permitting their children to reap the benefits.

TEACHERS AND GRADE OF THEIR CERTIFICATES.

L. P. Rogers.....	5	Wm. M. Mollabon.....	4
Rachael Eage.....	4	Henry Brown.....	4
M. V. Stevenson.....	3	John Morris.....	4
Jacob Young.....	3	N. W. Shannon.....	3
John S. Humphrey.....	3	John S. Geary.....	4
Wm. M. Bird.....	3	C. S. Hall.....	4

DODDRIDGE COUNTY—WM. STRINKLING, *Supt.*

I herewith transmit my annual report. It is imperfect in many respects. One township, New Milton, made no report to me. I never received the blanks until the 4th day of Oct., 1871. I sent them the same day to the several secretaries with an earnest desire to report immediately. New Milton never responded. The clerk of that township sent their enumeration and levy. The number of males in that township is 428; females, 351; total, 779. They levied 30 cents for building purposes. The same for schools. They had some 15 or 16 schools the past year, and in many respects, will compare with other townships. I stated in my annual report last year that we would always labor under disadvantages in receiving reports until the law was so changed that the proper officers would feel themselves under obligations to report, or forfeit a fine of some ten or twenty dollars. Another great difficulty in the way is their incompetency to report. Some of the report sent in is hard to be understood. Some of the school officers know nothing about calculation, and I presume some of them cannot either read or write. Hence we must make great allowances in such cases. School commissioners get nothing for their time, and in some townships qualified men won't serve, and in others men are often elected who are entirely disqualified for the position. Our schools are much better than they were some four or five years ago. Teachers much better qualified. Schools better organized. Many teachers being dropped, better qualified teachers have taken their places. But still there is great want of energy on the part of the teachers of this county. We have some good teachers, and some who do not appreciate the importance of keeping up with the advance of the schools.

In our county town, West Union, Hon. J. Williams conducted an Institute last August, some four weeks. It was badly attended by the teachers of the county, which I look upon as being a burning shame upon the teachers of this county. Mr. Williams is a fine scholar, and such opportunities are rare, and teachers should avail themselves of

them or not be allowed to teach. My report you will find to be imperfect, but it is the best I could do. Not a single township reported what the law required them to report, and I was compelled to gather such facts as I could from other sources. I am sorry this report has been delayed up to this time, but I have done the best I could under the circumstances.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Lawson Hall.....	3	W. D. McClain.....	1
Charles L. Poling.....	3	J. H. Morrow.....	2
Benton Blanel.....	3	P. Tate.....	4
L. F. Randolph.....	1	G. A. Woofton.....	2
John H. Steel.....	3	S. B. McMillian.....	1
J. B. Coffindoffer.....	3	C. A. Kenninger.....	1
Henry Enlow.....	2	J. M. B. Hovey.....	3
A. P. Garret.....	3	Dixon Ash.....	4
G. C. Gabert.....	2	W. H. Hoskinson.....	2
M. J. Jones.....	1	Thomas J. Robinett.....	3
M. J. Allen.....	2	C. W. Zalm.....	2
M. E. McClain.....	3	M. Mathers.....	1
D. M. Daugherty.....	2	C. Haddox.....	2
W. R. Shinn.....	3	J. Leach.....	1
F. M. Allen.....	4	F. F. Randolph.....	3
F. P. Ford.....	3	K. Pierpoint.....	3
A. L. Evans.....	1	R. Meneur.....	3
J. Benedom.....	3	R. G. Werninger.....	1
E. L. Davis.....	3	J. M. Dickson.....	2
J. H. Benedom.....	2	M. Sherry.....	1

FAYETTE COUNTY—W. J. TIMBERLAKE, *Sup't.*

Only three townships made any sort of report to this office for the scholastic year ending August 31, 1871. I rode over the other two townships taking blanks with me and aiding trustees in making their reports, so that I am able to submit a fair statement of the condition of the common schools of this county. The school officers of some of the townships have had much to contend with in the management of schools under their control. During the year embraced in this report the county and township lines have been changed, making it necessary in some instances to re-district the township. Heretofore the districts have been larger; sometimes embracing three or four schools. This being no longer necessary there is but one school in each district. I visited all the schools in the county once and many of them twice. I find a want of uniformity in the method of operating the schools. There is no fixed system. Each teacher follows out his own peculiar idea. During these visits I took great pains to impress teacher and pupils with the advantages resulting from a well organized school. I find that the want of system is one of the greatest obstacles in the way of a successful operation of this system of education; and the only means of overcoming this difficulty is by assembling the teachers of each

county and giving such instructions as will bring about a more systematic state of things.

Our present system of township Boards and local trustees meets with much opposition, and it is becoming quite evident that this mixed up township system ought to be abandoned, or give place to one in which all the schools in the township shall be under the control of the Board of Education. The common school as we have it here is a State institution and should be sustained by a State tax. It is impossible, in these sparsely settled counties, for the Boards to sustain the schools the length of time required by law, although the full amount of the levy allowed by law be made. We find some fault in our system of education but there is much more to praise than to condemn.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

George Henry.....	3	M. L. Burdett	2
John McNutt.....	1	John Sydenstricker.....	4
R. R. Flanagan.....	2	William Montgomery.....	3
C. A. S. Sydenstricker.....	2	C. F. Johnson.....	4
A. Crookshank.....	3	Virginia Young.....	4
D. G. Gaines.....	2	W. Y. Wood.....	1
J. W. Ramsey.....	4	G. N. Kirk.....	5
J. A. Bennett.....	3	S. T. Flesherman.....	4
W. M. Miller.....	4	C. E. Mathews.....	4
J. L. Love.....	1	J. C. Cavendish.....	1
C. L. Hardy.....	3	W. H. Rennoek.....	2
J. L. Hardy.....	3	Miss Dues.....	2
T. Gilkerson.....	3	W. J. Farr.....	1
B. A. Flanagan.....	3	W. S. Dunbar.....	4
Mary S. Criner.....	4	A. Neal.....	3
M. M. Warren.....	4	R. Blofeld.....	1
C. L. Jones.....	4	M. Howard.....	3
S. H. Love.....	2	B. Bibb.....	4
H. K. Shumate.....	1	S. F. Jones.....	2
W. Amick.....	4		

GILMER COUNTY.—JAMES SHAW, *Supt.*

In making my annual report I feel happy to say that all things belonging to the school system are improved to the satisfaction of all our people. They are beginning to see the benefits which will result from a well regulated school law. But as the law is but imperfectly understood by the most of our citizens, on account of the copies containing the law being so scarce here, there are many items in school reports that are overlooked, not through neglect or carelessness, but by not having a correct knowledge of the system. This deficiency will be overcome in a few years, and all the different points will work in harmony to the welfare and prosperity of our young State.

As far as regards the school law I have no remarks to make further than what I said last fall; the law is good enough if once properly understood.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Miss Laura Holt.....	1	M. S. Holt.....	2
" V. Webb.....	2	J. A. Kessinger.....	3
" Cordelia Shock.....	1	J. H. Floyd.....	3
" Alice Hays.....	1	J. C. Kirkpatrick.....	4
" E. Cathers.....	1	C. H. Dodson.....	2
A. N. Ervin.....	3	W. H. Kincaide.....	4
G. W. McQuain.....	2	John Cathers.....	2
Carr C. Bush.....	3	J. W. Chrisman.....	2
James H. Cooper.....	2	J. A. Holt.....	2
Robert Casey.....	3	William Sheefer.....	3
J. C. Bush.....	3	F. M. Stout.....	4
J. H. Lowther.....	1	J. A. Radcliff.....	3
Leland Stump.....	1	J. A. Dnnlap.....	2
S. Stump.....	3	John E. Hays.....	2
B. Chrisman.....	3	Philip Cox.....	1
T. A. Groves.....	3	A. J. Ryner.....	3
W. F. Steel.....	3	O. Self.....	2
W. H. Conrad.....	3	W. H. Hall.....	2

GRANT COUNTY—ED. VOSSLER, *Supt.*

If the annexed annual Report reaches you after the 1st December next it will be due to the fact, that the necessary items of the statistical part of the report could not be collected sooner.

Two of our townships made nearly correct reports, but the report of the third (Milroy) is, as usual, very incomplete and defective, thereby making a complete report for this county impossible.

The past school year has, generally, been one of prosperity and progress to our schools. That we must have good *Public* schools, accessible to all, is now denied by but a few. The levies for the support of schools have been laid without serious opposition, and were, most of them, considerably reduced. That there is less contention and more hearty co-operation among school officers and teachers is also a gratifying fact.

SCHOOL HOUSES.—Grant township built 3 new houses; two of them first class houses, well finished and provided with convenient (wooden) desks—the third a small loghouse, rather indifferent in its appointments. Union township made substantial repairs to two houses, which will now answer the purpose for many years.

PUBLIC EXAMINATIONS.—Six were held at different times and places during last fall, and generally well attended by our progressive teachers. When it was possible to attend these, private examinations were always refused. While the majority of our teachers kept their places, or advanced to higher grades, I was obliged to set some of them back and to refuse certificates to five on the ground of incompetency.

TEACHERS.—Our supply of native and competent teachers is still short of the demand, and one or two efficient graded schools for their

education are greatly needed. Our Normal schools are too distant and expensive. Only one teacher from the county could be induced to attend the latter on State account. A small sum ought annually to be set apart by each township to pay the expenses of poor, but promising pupils of our primary schools, at the Normal schools.

TEACHERS' ASSOCIATION.—In Grant and Union townships I attended four meetings of Teachers' Associations. All but one were well attended and satisfactory, and consisted of discussions, lectures, essays &c., on subjects interesting to teachers, together with class drills in all branches taught in common schools.

INDEPENDENT SCHOOL DISTRICTS.—The Legislature of 1871 created the Petersburg and Harman School Districts, in Milroy township, independent districts for the purpose of establishing graded schools therein. Both are weak in population; the former containing a white enumeration of but eighty-one, and the latter, of thirty-one. Could they be united and the people induced to heartily co-operate in the erection of *one* graded school, the interests of education as well as those of the citizens of that section, would be materially advanced. There would then be hopes of securing the assistance of the Peabody fund. Efforts in that direction were made, but, I regret to say, met with no success.

VISITS TO SCHOOLS.—On account of ill health I was unable to visit all the schools of the county. More than three-fourths were inspected, however, and I can say of them, that, with few exceptions, I found them in good order, our teachers generally evincing a commendable spirit of progress. Improved methods of teaching, new textbooks and such apparatus as could be obtained, were readily tried and often adopted. Compared with the schools inaugurated in 1866, most of our present schools show a marked improvement. The latter might be more considerable, could we avoid the frequent changes of teachers and consequently of systems of teaching, and secure a more regular and general attendance and more and better trained teachers who expect to make teaching their profession.

COLORLED SCHOOLS.—In Grant township we had again a school taught by a competent teacher, but in Milroy township, where another ought long ago to have been in operation, the Board again failed to act, although frequently urged to do so.

CHANGES OF LAW.—Experience has but strengthened the conviction expressed in my last year's report, that if trustees are retained at all in our school system, there ought to be *but one* in each district, and that his power of appointing and dismissing teachers and fixing their salaries (which is often so grossly abused) ought to be, if not cut off altogether, curtailed, so as to bring it within the control of the board

of Education or County Superintendent. Give the Boards proper power over the trustee and make the Superintendent responsible for the doings of the board, by giving him a controlling power over the same and an insight into all its transactions. Trustees need not make any report at all—all the materials are accessible to the Secretaries of the Boards, and Superintendents would be able to make always complete reports, as all school affairs in the county would pass through their hands. Some laws or regulations securing a more general attendance of the youth of the State are also very much needed.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Miss Mary V. Michael.....	4	Calvin A. Henton.....	4
David Barkman.....	1	Richard V. Boseley.....	5
Joseph Barkman.....	2	Ephraim Shaver.....	3
William S. Douglass.....	3	William Crawford.....	2
Jesse Hays.....	2	Charles J. Franz.....	5
Amos B. Jenkins.....	4	James W. Baker.....	5
George W. Culler.....	5	Andrew Ours.....	4
Siram May.....	5	Miss A. K. Douglass.....	2
Lycurgus H. Funk.....	3	William A. Pope.....	4
Benoni T. Canaday.....	2	Daniel Hays.....	1
Thomas J. Lemon.....	1½	Felix V. Idleman.....	4
Rev. John Johnson.....	1	George W. Moomaw.....	5
John S. Bond.....	5	John R. Clifford, Colored.....	5
Enoch Hendrickson.....	2½	Cornelius Parsons.....	1½
Miss Elizabeth Harris.....	2½	James S. Snodgrass.....	3
S. S. Feaster.....	2	H. C. Smith.....	3
Overton L. Holt.....	4	Mrs. Amelia C. Williamson, Colored.....	3
M. Neville.....	5	Miss Carrie Lewis.....	4
D. W. George.....	2½	Baltzer Snyder.....	1
Henry Meyers.....	5	Miss Lavina M. Lee.....	1

GREENBRIER COUNTY.—Z. TRUEBLOOD, *Supt.*

Having waited for township reports until I dare not wait longer, I forward this, the best that I can offer, for the school year ending August 31, 1871.

I have received reports from but three townships, and those are quite imperfect. Several causes have been operating during the past twelve months to produce a general apathy among the friends of public schools. Ever since free schools were inaugurated in this county its opponents denounced the whole system most furiously, with the most opprobrious epithets. The mongrel, black and tan, pauper system are among the milder expressions used in speaking of it. By ridicule, threats and bribes they determined to break it down.

But under the fostering care of friends it survived these assaults; comfortable houses arose where none had ever been before, schools were opened under the best teachers we could get, employing many of the teachers who had served with a fair degree of favor in the old itinerant system of teaching a three months school wherever and when-

ever one could be made; but suddenly they had lost all their former prestige; they became incompetent, inefficient, immoral. Still they went on in silence in the discharge of their duties.

The number of schools increased from twenty to thirty for the entire county, (the majority of which were continued but for three months, and that during the severe weather of winter, with rarely a daily average attendance of over twenty pupils,) to seventy-eight, with longer sessions, and an increase in average attendance of fifty per cent. The corps of teachers under various influences have been greatly improved; the pruning knife has been freely used, and the four and five grades have almost wholly disappeared, while the methods of school discipline and imparting instruction have undergone a change not less gratifying.

It is not strange that men working without pay, but with patriotic fidelity for the public good, should grow weary under such ungenerous returns.

For various alleged causes injunctions to restrain the collection of the school tax became general. These injunctions were not disposed of until the school year had half expired. The abolition of the township treasury system, transferring the collection of the school levies to the sheriff, still further delayed collections. The consequences are that school money is uncollected and teachers and others having claims are unpaid.

In fact it may truly be said that school offices have only nominally been filled during the past year; many of the officers resigned, and whether their resignations were accepted or not, they ceased the performance of official duty; their places could not be filled because it was impossible to get persons to accept office. This added to the fact that blanks for reports were not furnished to this county until after the reports should have been made, furnishes the principle reason both for their delay and incompleteness.

Whatever may be the future of public schools in this county she is pretty well supplied with comfortable school houses, which she will, I have no doubt, yet appreciate as the best investment of the same amount of capital she has ever made. Another gratifying consideration is, that the degree of efficiency and perfection attained in our primary schools cannot well go backward or be lost to the county.

Anthony's Creek township did nothing during the current school year; forfeited its share of State fund, and vainly tried to keep up private schools. One year without schools has brought the conviction that it is better to again organize for public schools. I had the enumeration taken by an appointee which was duly reported. I have appointed commissioners who have qualified by taking the oath of office,

and are ready for work. It would be well if other townships would profit by the experience of this.

I have retained the name of Big Level township in this report, and under its head have embraced those transactions performed by it before its abolition. What has since been done is embraced in the statistical report of Lewisburg and Falling Spring townships.;

The number of schools in the county was never greater than during the past year; nor were the schools ever better attended or more efficiently conducted, and I am sorry that I cannot give full statistical reports.

Three colored schools under the charge of colored teachers, were taught in the county, two of which were largely attended and the students made very satisfactory progress. I have not been able to discover that they do not learn as well as white children under the same surroundings; their opportunities are poor.

On account of having visited yearly and in many instances semi-yearly, every school in the county during the former period of my superintendency, I concluded this year to make less number of visits and break the monotony of business by giving more time to Teachers' Associations, and thus endeavor to meet teacher and patron together. I appointed associations in different parts of the county, accessible to all the teachers. These associations were generally well attended, both by teachers and patrons, by opponents as well as friends of public schools. And I am obliged to think that these gatherings were not barren of good fruits. The schools have been continued on an average of at least a half month longer than required by law. This is a step in the right direction. Short sessions are the salient points in our system.

It is difficult to get applicants for certificates to attend public examinations, if a private one can be had. Many teachers are taking school journals, and the good results are plainly visible in the school room. Would it not be well to require every one securing a certificate to take some school journal? Or to appropriate the certificate fees in whole or in part for that purpose, and for the purpose of establishing a teacher's library in each county or township? My observation no less than my experience teaches me "that as the teacher so is the school;" hence no effort should be omitted in placing within the reach of teachers the best means of perfecting themselves as far as possible for the discharge of their duties.

The committee created by the Legislature of last winter to state and report the acts of school officers and others chargeable with school *money has not yet* closed its report. Hence I will pass it, by merely

stating that its investigations prove that no less will be sustained by this county through its officers except in one case, and probably not in that. The tax lists furnished by the Assessors for the guidance of the Treasurer in many instances were not certified and in others were not footed up. In all such cases, this committee ascertained the amount with which the respective treasurers should be charged, from the township's land property books, deposited in the Recorder's office; in comparing the amounts thus found with the amounts found from the lists furnished by the assessors, and with which the treasurers were charged by the secretaries of Boards of Education, discrepancies were discovered in almost every township against the treasurers. Thus the charges made by this committee were in almost all cases in excess of the charges made by the township clerks, and perhaps not altogether fair to the treasurers, demanding of them more money than their tax tickets called for. Yet in the view of the majority of the committee there was no other way open for correct charges, and it has been acquiesced in by the treasurers with but little dissatisfaction. In some cases the treasurers are indebted to the townships, in others the townships to the treasurers.

The following is taken from the committee's record and shows the amount of levy and collections for the current year :

Lewisburg Township—Amount of levy.....	\$696 09	Amount of collections.....	\$470 84
Williamsburg “ “ “ “.....	1,245 91	“ “ “ “.....	394 64
Big Level “ “ “ “.....	2,444 91	“ “ “ “.....	628 20
Fort Spring “ “ “ “.....	770 53	“ “ “ “.....	278 89
Blue Sulphur “ “ “ “.....	2,295 65	“ “ “ “.....	501 44
Meadow Bluff “ “ “ “.....	1,534 50	“ “ “ “.....	428 48
Falling Springs “ “ “ “.....	2,645 99	“ “ “ “.....	299 41
Irish Corner “ “ “ “.....	427 20	“ “ “ “.....	375 30
White Sulphur “ “ “ “.....	1,448 19	“ “ “ “.....	997 90
Total.....	\$13,518 97	Total.....	\$4,275 10
Leaving an uncollected balance of.....			\$9,243 87

Considerable balances are uncollected on previous levies.

I do not believe the present system of collection and disbursing can prove satisfactory. A disbursing officer in each township may remedy a seeming or a real want. It is hoped that a better form of blanks will be gotten up before any more reports will be required.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

William T. Coffman.....	2	H. C. Tinsley.....	2
Charles A. Creigh.....	2	James M. Argabrite.....	2
William C. Ayres.....	2	James McDowell.....	2
William Eubank.....	2	James P. Burdett.....	4
Sampson A. Alderson.....	2	George F. Henry.....	2
George H. Piercy.....	3	Andrew A. Fleshman.....	3
George M. Harrah.....	3	Mary C. Noel.....	3
George W. Williams.....	2	William Crowe.....	2
William Kittenger.....	3	William S. Hutchinson.....	3
William Harrah.....	3	Charles A. Watts.....	2
W. C. Walton.....	2	Sallie P. Larew.....	2
A. D. McBrowning.....	1	Lawson A. Patterson, Colored.....	4
James P. Wood.....	2	John P. Thompson.....	3
John D. D. Raglan.....	4	Samuel Hannah.....	2
James C. McClure.....	3	Calvin M. Perry.....	2
William H. Austin.....	2	William E. McMillian.....	2
Hiram Sydenstricker.....	2	Hannah J. Hedrick.....	2
Florence Sperry.....	2	James Morrison.....	3
Olin B. Miller.....	3	Mary C. Williams.....	2
John J. Montgomery.....	3	Nora Moore.....	1
Charles S. Miller.....	4	Caperton Forren.....	4
James W. Miller.....	3	Judson Skaggs.....	3
Matthew C. McMillian.....	3	E. S. McClung.....	2
Matthew N. Humphreys.....	2	James A. Larew.....	2
G. K. Nelson.....	2	James O. A. Deitz.....	3
John D. Robinson.....	5		

HAMPSHIRE COUNTY—O. P. WIRGMAN, *Supt.*

While none of our townships have yet attempted to establish a graded school, the more advanced studies reported show that we have had competent teachers; and that our primary schools, with the authority to allow trustees to "add other branches of study," and to correspondingly increase the pay for teaching them, have been equal to the educational demand upon them.

ROMNEY TOWNSHIP.—All the schools in this township, not excepting the colored people's, have been run longer than the required four months; and one of them was continued several months beyond its allotted term by private subscription. With barely one exception of renting, they have been supplied with public school houses; but not with such furniture as ought to be provided, though even in this respect there is improvement. The securing of good teachers has resulted in gratifying and satisfactory progress on the part of pupils, and to interested parents; while the enrolled, as also the average attendance, has increased to nearly 40 per cent. The slower advancing "average age" of the youths attending, as compared with other townships, is owing to the more advanced scholars being drawn away by the longer terms and facilities offered them in private schools.

The three districts into which this township is divided are accommodated as follows: The first with an excellent brick building suitable for a graded school, or even a subordinate Normal school, and with a

log building,—completed after the tabular report was finished—as also with a frame building for the colored people; the second district is accommodated with a small symmetrical log building, in style superior the ordinary kind and to the buildings around it; the third district with an ungraceful looking rented log school house—an uncouth relic of “the olden time.” The school property belonging to township is not over-valued at the \$2,572 reported.

SPRINGFIELD TOWNSHIP.—The growing interest in the public schools of this township, indicated by the marked increase of attendance and improvement of teachers and advancing pupils, contrasts strangely with a late depressing effort to set aside, by a township vote, the law requiring a levy to run the schools the coming winter.

The seven districts into which this township is divided have all been supplied with the nine schools reported in the table, and these in turn, with the eight public school houses, (seven frame and one log,) also reported, and now valued at \$2,708.

A school for colored people has been taught by a colored teacher in district No. 1, which reports twenty-two pupils; twenty of them learning orthography; nine of them reading, and five writing. The school is doing well.

The average salary of \$31 per month, paid to teachers, shows that good teachers receiving more than this average in this section of country are appreciated.

GORE TOWNSHIPS.—In this, the largest and numerically much the greatest of our townships, after scattering eighteen schools over its fourteen districts, giving higher average pay than formerly to teachers, and securing an increased attendance of pupils, even the average attendance numbering more than three-fourths of the whole, we are again presented with the singular phenomenon of an attempt, by a township vote, to prevent the levy for school purposes for the coming winter.

The fifteen school houses (nine frame and six log) reported, moderately valued at \$3,650 in so hilly and mountainous a portion of the county, and among unassuming dwellings, show signs of approval that will not be satisfied without the benefit of public schools. Three of the fifteen are Union houses, situated within the bounds of this township, and all doing well; one of them was built in connection with both Romney and Springfield townships; another with Springfield alone; and the other with Sherman township. The average cost per pupil of \$1.14 per month is quite moderate for the branches taught.

SHERMAN TOWNSHIP.—Is now divided into nine districts and these are well supplied with twelve schools, and also 12 public school houses, as reported, one of frame, and the rest of log, comfortable and sym

metrical, too, in kind, and superior to many frame structures, the lumber for which is too distant and its transportation too costly. The attendance of pupils is good, yielding say five-ninths "average attendance," and an advancing "average age," now reaching 13.35, and an acceptable progress toward the higher primary branches of instruction.

With a school property valued at \$2,760 as reported, and at a cost per pupil of \$1.90 per month, (still decreasing as the attendance increases,) Sherman township is disposed to enjoy the privilege of having her children educated by these steadily improving public schools.

BLOOMERY TOWNSHIP—Though never indifferent or opposed to the success of public schools, as is indicated by the present value of her school property, amounting to \$3,167.75 in a country so rugged and unpretentious, is now more than ever solicitous for their improvement, and signs of progress are exhibited in the care of school officers, and their improved accounts and more complete statistics; also in the better qualified teachers employed, and the consequent advancement of their pupils toward the higher branches of the primary studies, and the more general attendance of enumerated pupils, resulting in a three-fifths average attendance.

This township is divided into seven districts and is supplied with the eight schools and seven school houses belonging to it, five of them frame, and two log, as reported in the table. Owing to occurrences unavoidable the average term of all the schools fell a little short of the four months originally provided for them, and yet it (the average term) is far in advance of the failure of last year to measure up to the legal term.

A special effort was made this school year to instruct the colored people. A good teacher (a colored man) was employed, and with a number of transferred pupils a good school was made up which proved a success.

CAPON TOWNSHIP.—Favoring the principle of larger school districts Capon township continues divided into only three districts, though enumerating nearly two-thirds as many pupils as the fourteen districts of our largest township. As a sequence, if not a consequent, in a country not very dissimilar, the attendance is only a little more than half the other, and the average attendance less than half. The ten schools reported are an increase of only one over last year, and the public school houses, numbering four frame and one log, are the same as reported last year, three of them and the log house being in the first district, the other frame in the second district, and no building as yet in the third district. When other unquestionable locations for buildings are presented, the suitable school houses will no doubt be provi-

ded. The present valuation (\$2,575) of this school property shows a much higher average value of the school houses erected, than is found in the same number, in similar equable territory.

The schools of Capon township were run regularly and satisfactorily at a cost per pupil of \$1:60 per month, though the legal term of 4 months, was not meted out to *all* the schools.

As there are no independent school districts in this county, its whole territory is divided into the six townships narrated, which, with some indications to the contrary, exhibit a settled desire for a system of public schools; yet there is not that wide spread and hearty co-operation which, under the extreme liberality of the present system, is necessary to secure all the advantages derivable. Not many persons are willing to occupy the unequal condition which the want of good public schools would soon entail upon them. Even the heirs of now divided estates, unable to avail themselves of the educational advantages, which their parents, with the whole estate, could barely embrace, are wary of losing such as they now enjoy, until substituted by something better.

The present system has accomplished much in greeting the sparsely settled places of our county with a primary school curriculum that has improved both teachers and scholars, and rendered the teacher, with a mere trial certificate, that dies out in the particular locality that recommended him, superior to the irregular and less responsible teacher that occasionally served in such places. Much more might yet be done for such portions of country by placing a qualified teacher over several others with trial certificates, who could attend each school in turn and hear reviews, and instruct the teachers assisting. Much has already been accomplished in the improvement of teachers who have left us, and gone elsewhere for a better remuneration, as well as those who continue with us. Much also in setting forth new and improved methods of teaching, which accomplish more and better work, in less time, and much, in giving correct ideas of school discipline, which administers suitable punishment to the evil-doer, without discouraging them that do well, and fostering in the innocent a disrespect injurious to their interests. Something has also been achieved in awakening an interest in general education, and a love of knowledge that has led advanced pupils to prolong their term of tuition in private schools, and contribute to the cause of higher education, while many others have been better fitted for the business of life, and parents, who at first refused to patronize these public schools have been more than satisfied.

A county association of teachers has been found impracticable as yet, owing to the migratory character of our teachers, as evinced by

the fact that one half of them held new certificates, and the other half, a large proportion of recent date. The lower grades of certificates are passing away, and we are not troubled with applications for them, except as here and there, a young man of promise is urged to teach, and asked for by a board of trustees.

The statistical reports of this school year, presenting more or less improvement over past years, do not warrant the conclusion that even the majority of trustees will ever measure up to their official duties. The Secretary of each board of education could, with increased pay, attend to most of them; and if subject to the decision of a county board, in which he could represent his township, could, with proper qualifications, discharge also the duties of the board of education. He could also act as a sub-treasurer for the Sheriff, to pay the drafts, or approved bills of the teachers. A less divided sense of responsibility would be better for the schools.

With very few exceptions, the schools of the county are not at all furnished as they should be and but poorly supplied with the rough and unsuitable furniture which was mostly included in the cost of the buildings erected. This indispensable aid to the proper management and discipline of a number of pupils, is not prized as a means of securing more attention and better instruction of each pupil and as often serving to economise the expense of an additional teacher.

A lack of cordial and earnest co-operation in collecting and sending children and youth to the principal school in Romney, rendered it impracticable to secure a generous offer of \$300 from the Peabody fund.

With a view to economize the time spent in examining teachers, their certificates have been made to expire on the 1st day of each of the fall and winter months, (excepting some in the middle of a month of pressing business) to open the way for public examinations, and for special visitations immediately after such examinations, to secure any desired uniformity.

The more ample provision of school houses for this county, now valued at \$17,718.75 calls for a joint effort of school officers and patrons, to begin the schools on the 1st of each month, in order to secure such timely visits from the county superintendent and other officers, and cut off the occasion for teachers to drop in singly, at all times for examination, and thus divide the time most needed for visiting the schools. Starting from a vantage ground never before occupied such an effort will sustain the hope, that the schools of Hampshire will go forward more rapidly toward the accomplishment of their noble mission.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Joshua R. Arnold.....	4	Charles B. McDonald.....	4
James P. Artz.....	4	John McIntyre.....	3
John S. Anderson.....	3	Elijah McIntyre.....	3
A. M. Alverson.....	2	James Paul Nealis.....	3
James V. Braden.....	4	John E. Offner.....	4
Francis A. Bowman.....	5	Daniel W. Oglesbee.....	4
Lannes D. Bryan.....	3	Thomas D. Pugh.....	4
J. W. Clutter.....	2	J. Walker Pultz.....	3
John Crawford.....	5	Rebecca F. Powell.....	4
Jerre T. Chadwick.....	3	William M. Parsons.....	3
Edwin Cowgill.....	3	Alfred H. Pownall.....	3
Isaac A. Carlyle.....	5	Isaiah J. Pownall.....	4
John J. Cline.....	5	William C. Parsons.....	1
John B. Douglass, colored.....	2	Mitchell M. Poling.....	5
Reuben S. Davis.....	2	James P. Riley.....	3
Herschell Dille.....	4	John A. Richmond.....	2
James Isaac Ewers.....	3	Granville A. Ruckman.....	4
Jacob H. Easter.....	3	James G. Ruckman.....	4
Strother Emswiler.....	3	James W. Richmond.....	2
Charles W. Furr.....	3	Asa Richards.....	2
Edward R. Gero.....	2	Isabella J. Raymond.....	2
Cephas Garvin.....	3	Sarah A. Sheetz.....	5
John L. Herrell.....	3	Michael P. Scanlan.....	3
Robert S. D. Heironimus.....	2	David M. Shawen.....	3
John W. Heckman.....	4	Basil W. Shanholtzer.....	4
Mary C. Heckley.....	2	Job Shingleton.....	5
Robert Bruce Howell.....	3	Lettie Swisher.....	3
Isaac Heterick.....	2	Anthony Shanholtz.....	5
Thomas R. Horner.....	2	John T. Thompson.....	3
Benjamin Miller.....	3	Fannie Vandiver.....	3
W. E. Matthews.....	3	Valentine S. Wise.....	3
George L. Miller.....	3	Miss J. E. R. Yost.....	5

HANCOCK COUNTY—T. C. CAROTHERS, *Supl.*

I have the honor herewith to send you my annual report of the free schools of Hancock county for the year ending September 30, 1871.

SCHOOL HOUSES.

There are twenty-one school houses in the county—three brick and eighteen frame, nearly all of them are in good condition. Two new school buildings have been completed during the year; a neatly finished frame in Butler township which has been well supplied with the latest improved style of furniture; and a fine, large three story brick, union school building in New Cumberland, Clay township. The latter has four rooms nicely and comfortably fitted up with the latest improved school furniture, and is so constructed that more rooms can be readily fitted up for school purposes as the wants of the place require it. The building in location and style of architectural completion adds very much to the appearance of the town. Whole cost of grounds and building reported at \$13,206.30.

Butler township supplied her school house in Holidays Cove with the improved style of school furniture, giving her two houses thus neatly and comfortably seated.

SCHOOLS.

We had twenty-one Free Schools in operation. In four districts no school was in operation for want of suitable buildings, and the new one was not completed in time. The schools were promptly opened, however, the first of September. Almost without exception the schools indicated marked improvement over those of last year.

With a little change in our law, giving the control of all the schools in each township to one Board of officers and a proper execution of the law, still more rapid improvement might be confidently expected.

TEACHERS.

Twenty-five teachers were employed during the year, sixteen males and nine females; sixteen were citizens of our own county. We retained ten of our last term teachers, and employed fifteen new ones. The changes were to a certain extent an improvement, but the effect is to prevent anything like permanency in the business of teaching, and is calculated to aid in continuing a set of experimenters in our schools. This is be regretted, as success in any business is much more certain when engaged in as a life work. The incentive is then so much greater to establish and keep up a good reputation. Still we have to report our teachers generally as laboring faithfully in the discharge of their duties.

VISITS.

Thirty-seven visits were paid to our schools; all were reached, and a majority of them visited a second time. Remarks were made in each school, with an effort to impress upon the mind of each pupil that education is, after all, principally a self work; that the effort must be a continuous one, no single day, week or month's work being sufficient, but honest, earnest, continued effort is absolutely necessary to secure success. "We should not become weary in well doing, for in due season we *shall reap* if we faint not." An increased number of visits by school officers and parents were reported. These, when judiciously made, are always beneficial. The only regret is, that they are not more frequent. One thing we very much need in each district is, the public sentiment that *our* school must be a good school, and it shall have our influence to make it such.

EXAMINATIONS.

Three public examinations were held, and these at such points as best to accommodate the teachers. A majority of the applicants, however, presented themselves for private examination. These seem necessary on account of so many of our teachers being citizens of other

States. Whenever public examinations can be made to answer, private ones should be discontinued.

Whether it is proper to require first-class teachers, whose reputations are fully established, to be re-examined every year, may admit of serious question. If the form of certificate were so changed that teachers could be graded in each branch, and also in the art of teaching, it seems to me it would be an improvement.

PUBLIC SENTIMENT

Is becoming still more favorable to our "Free School System." Less opposition is expressed, and more effort made to secure efficiency in our schools.

With a little modification of our law, a clearer understanding of its design and a faithful execution of all its features, would, it seems to me, make our system popular with all our citizens, who earnestly desire the growth and welfare of our young State.

SUGGESTED CHANGES IN THE LAW.

The same to which attention was called in my last annual report, are respectfully suggested. Especially would I desire to call attention to the unnecessary number of officers now required, making too much machinery, thus tending to hinder, rather than advance the work. The present method of collecting and disbursing our school funds, is said by those most intimately acquainted with the working of the system, to leave absolutely less to be applied to actual school purposes than when each township collected her own money, besides making it so much more inconvenient for those holding orders on the treasurer to get their money.

Every year's experience strengthens the conviction that one Board of School Officers in each township can better secure harmony and efficiency in the working of the system than by having any number of subordinate boards or officers.

The law provides that when a village containing fifty inhabitants is divided by township or county lines, it shall constitute one school district, but it does not make definite provision for the manner in which the tuition of pupils thus situated, and living in a different township or county from the one in which they attend school, shall be paid. The manner of payment should be definitely stated.

RESULTS

Are still gratifying. The working of the system bids fair to lay broad and deep the foundation for the intelligence of our rising population. The most important of all, practical common sense, is being cultivated,

and pupils of any discernment cannot fail to learn the truth of the couplet :

"Honor and shame from no condition rise,
Act well your part, there all the honor lies."

In conclusion. we have to say, that there is much to encourage the friends of education to go forward. True, there are still difficulties to meet, and obstacles to be overcome, but none so great, that the experience of the past, with the same earnest, persevering efforts in the future which so far have generally characterized the action of our Boards of Education, does not warrant the belief, must eventually yield, and the labors of the friends of education be crowned with abundant success.

My thanks are due, and hereby tendered to the school officers, parents and teachers, for the aid they have given in the discharge of my official duties, and the many favors received at their hands.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

David Wylie.....	2	Oliver C. Bunting.....	2½
David W. Chambers.....	2½	D. W. Patterson.....	1½
Henry Moor.....	1	Bell Arbuckle.....	1½
Robert Mercer.....	2	Minerva Arbuckle.....	2½
Mrs. Nancy A. Pugh.....	2½	J. P. Raybuck.....	1½
James E. Morrow.....	1	W. J. Hood.....	3
H. C. Shepherd.....	1	James L. Otterman.....	2
Laura B. Robb.....	2½	W. H. Hammond.....	1
Jennie Kerr.....	2	Isaac O. Miller.....	2
John O. Garret.....	2½	Thomas Truax.....	2
Tillie Brown.....	2	Mary A. Truax.....	2
Nannie Cameron.....	2½	Miss N. A. Daniel.....	3
William B. Swearingen.....	1½	S. L. Farrar.....	1½
W. H. Beebout.....	3	Mattie Young.....	2
R. E. Lindsay.....	2	J. P. Ward.....	2½
J. A. White.....	2	Maggie Carothers.....	2½
S. S. Bambrick.....	2½	Maria E. McDonald.....	2

HARDY COUNTY—GEORGE T. WILLIAMS, *Supt.*

The opposition to the Free School system is diminishing every year, and but for the extremists, for as well as against the system, the former advocating ten months' school and the latter no school at all, it would answer a very good purpose, provided there were some few changes made in the law. If we have Free Schools at all, we should have them every year without fail; and the law should so provide. As it is at present the levy for school purposes is sometimes voted down in some townships, and the consequence is that the localities in which the Free Schools are not in operation have no schools whatever during that time. If the masses wish the schools to be continued for a longer period than four months, they ought to show their appreciation of them

by punctual attendance; indeed, I think the law ought to provide for punctual attendance if it could be so. I think the system could be made more efficient with fewer officers and no more outlay. The tax ought to be made to bear upon all men according to their ability to pay.

This county has three townships, Moorfield, Lost River and Capon. In the two latter, the question was submitted in the summer of 1870 whether their Boards of Education should lay a levy for school purposes, which, together with the State apportionment, would be sufficient to continue the schools for a period of four months, and a majority of the voters present at the township meetings, (which assembled after due notice by their respective Supervisors, and were well attended,) held in Capon and Lost River township, voted against making the levy. Some weeks after the above named meetings were held, the Free School men being dissatisfied with the result, prevailed upon their Supervisors to submit the question as to laying a levy for continuing their schools to the voters of their townships once more, and the result was similar to that of the first meeting; and the consequence was that they had no schools in those two townships for the scholastic year, ending August 31st, 1871. Capon township laid a levy of five cents on the \$100 for building purposes, which was applied to the payment of the balance due on school-houses already built; but Lost River township made no levy whatever for any purpose for the above mentioned year. I have not received any report from either of these two townships.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

William Grim.....	2	Samuel Sherrard.....	3
Nannie Hyder.....	3	Jemima Friddle.....	5
Page Bowers.....	3	Kate Castleman.....	4
Henrietta Bowers.....	3	Mrs. Anne Harris.....	4
George Lee.....	3	Holland Taylor.....	4
Whiten J. Sibert.....	4	J. McMellan.....	5
Mary Frederick.....	4	Delia Gray.....	0
Ephraim Shaver.....	3	Reuben Bonny.....	4

HARRISON COUNTY—D. C. LOUCHERY, *Supt.*

My exordium tells the "Old, old story" of embarrassments that have occurred at this office from the failures and delays of others. Teachers were not required to file registers as a condition preliminary to drawing their pay; trustees did not keep accounts, and "can't remember." The failures of Secretaries in Sardis and Simpson townships appear to be owing to the fact that they could not procure their books from the committee, appointed to settle with school officers, in time to

report at this date. Though expecting said reports daily, yet, to avoid further delay, I did purpose to examine the books and make out reports myself, but having just received a Circular from the General Superintendent directing me to forward my own report, it is now too late to pursue even that course.

The secretary of Clark township manifests much indifference. Seeing him in person and apprising him that his report was needed, he promised to send it, but it has not been received up to date. By considering these townships about an average with others, by reference to their last year's reports and to Assessor's books, and using such scraps of information as I could otherwise collect and compute, I have approximated very nearly to truth. The items so computed are not correct, but I thought it proper to give you as full information as possible. In these and other townships I have placed results so obtained in parentheses. I will, however, notice here the readiness of most Secretaries to furnish such particles of intelligence as they could procure; but with some school officers expostulations, entreaties and fines prove equally unavailing. They don't understand it and won't do it. Indeed, the forms of blanks are too complicated. There is not a proper correspondence in items required upon blanks, some being exacted upon secretaries and trustees not necessary upon county superintendents. I do hope the present General Superintendent will simplify forms. It would bring relief to many hundreds, who are not experts in business, and also secure better reports.

There are sometimes considerable discrepancies between amounts levied and amounts disbursed, especially in the building fund. Money has been used for redeeming out-standing bonds, but is not reported as expenditures for buildings, nor, indeed, as expenditures at all. These also I have corrected as far as I have been able.

The average number of months taught is near four and one half in each district. Better than formerly. One hundred and two schools were taught. The several schools I have visited this fall have flattering prospects of successful terms.

I think our teachers in general (we are not without inferior ones,) do quite as well as patrons encourage them to do. Without prospects of increased salaries, many of them are earnestly and diligently qualifying themselves better for their work. This commendable spirit certainly evinces a true glory and love for their vocation, than which what calling more noble: Tis "to teach the young idea how to shoot."

We have now one hundred houses in this county, mostly frame, (two brick) neat and commodious. Several are now being built so that soon there will be scarce a district in the county that has not been supplied with a good house.

There is urgent need of a Union School Building in this county, a school of higher order at which teachers may be advanced, and the youths of the county may at home pursue a source of instruction in English literature, the sciences, and in the higher mathematics. The general condition of schools is in some respects flourishing, in others dubious or even reflexive.

It is deplorable that all are not agreed to stand firmly for future intellectual development and moral culture. I hope that a work so well begun may not be abandoned. Also I trust the convention may make judicious and liberal provisions for education. Without *Free Schools* would the masses be educated? Could they? Were they? Had we good schools formerly? Admitting it is expensive, and that the rich (would they all?) would educate *without* a free system, could we permit the children of the poor to grow up without culture, in vice and ignorance? It being our glory and desire to perpetuate free institutions, *dare* we do it?

The several sections of school law to which I have privately called your attention, ought to be rendered clear and intelligible. I would also respectfully invite your notice to the section pertaining to "institutes," in my last year's report.

The \$2.00 teacher fee ought to be abolished. The propriety of taxing teachers in this manner is certainly very questionable. The office of county superintendent ought to be maintained, rendered more efficient and a better salary paid.

I can not conclude without espostulating through the General Superintendent with the Legislature upon the inconsiderate granting of so many independent school districts. They create much confusion, disorganize, cause greater expense and are positive evils to the system. Besides Boards of Education are not always honest in carrying out the requirements of the "bill" as to number of months school is to be kept open. A new house having been secured, the township having yet two to build, the district was created independent in Grant township. Why?

The Salem school district created by act of recent Legislature, includes "at least four and a half miles," (Secretary's Report,) of the Baltimore and Ohio Railroad, extending near to centre of township of Tenmile. From a levy in 1871 upon district of twenty cents on the one hundred dollars valuation of the property therein, \$151.00 taxes are expected from said road, the people paying about \$193.00, the State \$153.44, all which the Board computes will be sufficient to continue schools of said district for the period of six months, while the remainder of the township find it necessary to make a levy of twenty-five cents on the one hundred dollars; and with the State funds to-

gether with proceeds of levy count upon a sufficiency for four months school. And besides they are in debt for outstanding bonds for houses. Two houses built by the township are now included in the bounds of said district. Should laws be enacted for local, or public good? Will the coming Legislature rectify this matter?

Better with a bold stroke to wipe out the system than thus to impoverish and cripple its efficiency.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Mary C. Barnes.....	2	John A. Simpson.....	2
J. M. Hagerty.....	2	W. B. Hutson.....	3
William Meigs.....	1	George W. Hutson.....	2
Thomas C. Powel.....	2	Charles E. Stonestreet.....	3
A. G. Boram.....	2	George W. Ice.....	3
Christian S. Wise.....	3	Jehu M. Ford.....	3
J. Q. Harrison.....	3	Adolphus S. Grant.....	2
Francis R. Young.....	2	Charles C. Keys.....	4
Charles I. Racy.....	4	Philip N. Miller.....	1
Thomas G. Pigott.....	1	Thomas Hawker.....	2
Luther C. Pigott.....	3	Josiah McNutt.....	2
Isaac B. Smith.....	5	James E. Bailey.....	2
Jesse Patton.....	3	William P. M. Baker.....	1
Florence Dunnington.....	3	Marcene Anderson.....	2
Mary F. Hittaffer.....	3	Silas A. Cavalier.....	5
William D. Jammeson.....	2	Eli S. Davison.....	2
M. L. Patterson.....	1	Charles S. Homor.....	3
Martha Jarvis.....	2	James W. Young.....	3
Clarence S. Broadus.....	1	Thaddeus Robinson.....	2
George W. Williams.....	3	Wm. W. Gabert.....	2
Hiram D. Lynch.....	4	Rebecca J. Turner.....	3
Clark Gapen.....	1	William L. Ryan.....	3
George P. Straley.....	3	Sarah W. Brent.....	3
Samuel H. Elliott.....	3	Robert M. Orr.....	2
George W. Elder.....	3	Benjamin F. Stout.....	1
Henry K. Simmons, colored.....	5	James B. Bailey.....	2
John H. Freeman.....	2	Nancy J. Bosworth.....	4
Sylvester G. Munroe.....	3	Mary E. Colender.....	2
Collin E. Lawson.....	3	Miss J. M. Davison.....	1
James O. Stout.....	3	Robert A. Blackford.....	1
Lucy A. Barnes.....	3	Frances V. Taylor.....	3
B. F. Griffin.....	3	James W. Davison.....	3
B. F. Horner.....	2	Edwin K. Stout.....	2
Luther D. Hall.....	1	John W. Asbury, colored.....	4
John A. Bock.....	2	John Romine.....	3
James N. Sturm.....	2	Jacob H. Sheets.....	2
Benjamin F. Martin.....	2	Ella Harvey.....	2
Felix W. Martin.....	3	M. M. Golgan.....	3
George L. Pigott.....	1	Sarah E. Wood.....	3
Savazy T. Criss.....	1	Miss M. L. Vincent.....	2
Thomas B. Fordyce.....	1	T. C. Bennett.....	3
Kate A. Steel.....	1	J. R. Adams.....	2
John E. Byers.....	2	W. B. Wilkinson.....	2
Hugh Romine.....	3	Emma Schon.....	4½
Gideon M. Bartlett.....	3	James W. Samples.....	1
Granville L. Lowther.....	4	Mary B. Reynolds.....	3
William Botkin.....	3	P. M. Long.....	3
Sophrionia Chapin.....	2	John J. Long.....	2
Rua P. Chapin.....	2	Irene E. Wilson.....	3
Zadok M. Cochran.....	2	James B. Nicolay.....	1

JACKSON COUNTY—A. J. McMILLEN, *Sup't.*

I herewith transmit to you my statistical and financial report of the condition of Free Schools in this county.

I am happy to say that there is general progress throughout the county

in educational matters. Our teachers are rapidly attaining a higher standard of qualification, and the youth attending school are making commendable progress in their studies. Our citizens are not willing to part with the Free School System; they are, however, willing to have it modified, simplified and made better.

My report is not as complete as I desired it to be. This has been the general "lamentation" of superintendents throughout the State from the beginning. This is due, in a great degree, to the imperfection of the blanks furnished the several school officers for reporting—blanks which are wanting in completeness, in definiteness, and in correspondence with each other. We look for a speedy remedy for all these defects.

During the past year, we have held, with good results, two sessions of our County Teachers' Association: and the State Teachers' Association, held in our county in June last, not only gave to our own teachers and to all attending it, valuable instruction, but tended to excite greater interest in the subject of general education, and to demonstrate the honorable calling of the teacher, and the high importance of his work.

We have a large number of young men and ladies residing within the county, who are preparing themselves for the avocation of teacher. Some of them, already, are, in no degree, less qualified for their work than teachers from the more cultivated States. In a very few years we will have a supply of first-class teachers whose homes and interests will be within the county.

As the people have now decided that we should have a modified system of Free Schools, we earnestly hope that it will be one operating uniformly over the whole State, one that will secure equal advantages to all classes whether rich or poor, whether in the city or in the country, and one in every respect, the fulfillment of the literal and emphatic promises made to the people.

This being my last report, I would take this opportunity to express my appreciation of the kind co-operation with me of the school officers and teachers of the county during my term of office. Our intercourse with each other has been to me both pleasant and profitable, and I trust it has been so in some degree to them.

In retiring from the office it gives me pleasure to surrender its duties to a successor who is every way competent to perform them, and who, trust, will be able to do more for the cause of education than I have been able to do.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

W. W. Gist.....	1	J. R. Vail.....	3
J. H. Dunlap.....	2	J. C. Casto.....	4
W. D. Keffe.....	1	J. S. Stewart.....	3
Daniel Browne.....	1	P. E. George.....	2
S. Beckwith.....	3	Adam Harpold.....	2
E. C. Fisher.....	3	J. S. Brannin.....	1
Thomas McMurray.....	2	J. Cadle.....	4
J. M. Depue.....	2	George H. Duff.....	1
Eli Simmons.....	1	Sue. H. Perkins.....	2
W. H. Maddox.....	3	Ermina Duer.....	2
J. M. Adams.....	2	D. D. Hale.....	1
S. T. Peat.....	2	C. D. Gist.....	1
R. B. Howard.....	4	A. C. Hartley.....	2
Melvina Allen.....	2	Morgan Warth.....	3
Lewis McFadden.....	3	H. P. Halbert.....	2
David Adams.....	4	A. C. Gandee.....	2
D. C. Casto.....	1	J. M. Barnes.....	2
E. D. W. King.....	1	J. F. Michael.....	2
J. S. C. Little.....	4	Rosa E. Starcher.....	1
H. F. Sayer.....	3	Mary Pilchard.....	2
Anna M. Taylor.....	2	Martha Pilchard.....	2
J. H. Dierkin.....	4	Milton Pilchard.....	2
A. J. Green.....	2	Lucy Summerville.....	2
Buenos Ayres.....	3	Cerilda Lamp.....	3
R. Morlan.....	3	S. S. Nye.....	2
G. H. Maffit.....	1	R. B. Howard.....	2
Charlotte Lane.....	3	Clara Pattee.....	3
J. M. Barnes.....	4	Anella Chidester.....	2
A. J. Slavens.....	2	J. T. Corbin.....	3
J. D. Taylor.....	3	W. H. Maddox.....	3
William A. Parsons.....	1	Aletha Fleming.....	1
Mary Johnson.....	2	Fred M. Fleming.....	3
S. T. Dawkins.....	2	E. C. Fisher.....	1
Isaac Roman.....	4	Kate Green.....	2
H. H. Hall.....	4	Sophia Parker.....	1
T. D. Heneker.....	3	A. D. Fleming.....	2
C. A. Brown.....	3	A. C. Gandee.....	2
Josie Taylor.....	2	J. H. Karr.....	1
Rachel McGlathlin.....	3	Anna M. Taylor.....	1
George M. Staats.....	2	H. S. Ritchie.....	4
J. T. Corbin.....	3	A. B. Reedy.....	4
Alice Vandine.....	3		

JEFFERSON COUNTY—N. C. BRACKETT, *Supt.*

But for my unbounded faith in Free Schools, I should feel a little discouraged over the past year's work in this county. As I have faith in the future of West Virginia, I confidently expect that we shall in some way overcome the obstacles that now hinder our progress.

We commenced the year with a Teacher's Institute at Harper's Ferry, which, under the direction of the State Superintendent, was of great service to the few who attended it. We now have seven townships in the county, though the work of the year has been done by the five original Boards. Having received a report from but one township, (Bolivar) my report must necessarily be imperfect as well as brief.

Averill township has done about her usual work during the past year, besides building her first school-house for the colored children, and starting the school.

Bolivar township, though badly in debt to her teachers, attempted

We have several towns in which a graded school, having a five man at the head of it, with a corps of competent lady assistants, would more than double the efficiency of the schools. If I had the ear of those who make the school laws, and execute them, I would earnestly plead for three things. First, that we have less school officers. Secondly, that the school year be divided into two or three terms with a few weeks' vacation. Thirdly, that teachers be paid in proportion to the value of their services, instead of paying a fixed salary to good and poor alike.

Wynkoff M. Lemon	3	Emma V. Hart	3
W. S. P. Higgins	2 1/2	F. V. Miller	2 1/2
C. E. Young	1 1/4	Sarah Smith	1 1/4
J. M. Hederick	3	L. W. Lightner	1
M. N. Bushey	3	Arthuro J. Johnson	1
E. J. Williams	2	W. R. Preston	3 1/4
Amos R. Miller	2 1/2	Thomas N. Hill	1
William A. Reed	2 1/2	James W. Grubb	1
Lizzie Lovitt	2	Adam Snyder	2
W. W. Brown	2 1/2	W. Daniel McNulty	2
George Morton	2	William McEvoy	2
Carrie C. Haines	2	Francis P. Lynch	2 1/4
A. B. Wilson	2	Isaac Hebard	2 1/2
Charles G. Warner	1	Druella Fleming	2 1/2
Henry C. Evans	1 1/4	Sam. Blain	2 1/2
J. H. Triplett	2	Alverson Cross	2
David S. Noble	1 1/4	Julius C. Hamilton	2
John A. Blake	3	James Sinclair	2
Thomas B. Beall	2	Samuel B. Brown	2 1/2
Julia Strider	2	Joseph Venie	2 1/2
Enos Wilson	2 1/4	James H. Boyd	2 1/2
John W. Allen	2	J. C. Power	2

KANAWHA COUNTY—WM. L. HINDMAN, *Supt.*

I herewith transmit you my report—statistical and financial—of the schools of Kanawha county for the year 1871. It comes with the usual observations, that trustees have failed to report to their respective Boards of Education, and that the boards could not and did not report to me as required by law.

I placed the blanks in their hands at an early day; I wrote them letters, and I had personal interviews with most of them and urged them to report early; but out of ten townships, and two independent school districts, eight only have reported, and the accompanying imperfect report is the best that I could make from the imperfect and limited material furnished me.

Experience has convinced me that our school system, although it may work well in *other* States, is not well adapted to *our* State. It would possibly work exceedingly well in Connecticut or Massachusetts; in Pennsylvania or Ohio, but it is not adapted to the sparse population and hills of West Virginia.

Free school education in West Virginia is in a primitive state, and we want a primary system. I mean by this that we want a system in itself plain and simple, so that those who operate it can understand it; and we do not want it encumbered with such useless details as to encroach seriously upon the time of the laboring men, to whose lot it generally falls to make its statistical and financial reports. Hence, in my opinion, arises the necessity of a thorough remodeling, by the Legislature, of the whole system.

Again, it is taking away the rights of the people for the Legislature to prescribe any particular book or set of books for use in the common schools. The people and the teachers know best what books are adapted to their particular neighborhoods. Uniformity of books in school districts is necessary, with privilege to change occasionally. But that subject, it seems to me, could be better managed by committing it to the Boards of Education, or the Trustees, than to have the books fixed, as at present, by the Legislature.

We need a system in which the accounts between teachers and trustees are kept for the whole county, by one competent person; in his office then could always be seen what amount of money is due any particular district; and no district ought to be permitted to employ a teacher until the money to pay him is in the treasury, or is to be there as fast as it becomes due to the teacher. This would prevent a repetition of what has happened almost within sight of the Capital—a district drawing its funds two years in advance, by borrowing, or in other words,

taken without authority of law from other districts, thus leaving it for the last two years without a school, being compelled to use its funds to repay the district from which it had borrowed.

Kanawha county has heretofore paid her teachers very liberal salaries, and she now has a great number of most excellent teachers, both male and female, most of whom reside in the county. However bad the system may appear to the outside world when viewed through the light of its reports, it works well inside of the school house. Teachers are generally industrious, pleasant and well-qualified for their places, and scholars are energetic, studious and obedient. With few exceptions good order prevails and the schools advance rapidly.

Permit me here to suggest to your Honor that you recommend to the State at large the introduction of the study of Anatomy, Physiology and Hygiene into the primary schools. These branches, so far as my knowledge extends, are altogether neglected. If arithmetic and grammar are valuable to enable people to speak and write correctly, and to keep accounts, &c., Physiology is not less valuable in enabling young persons to understand the laws of health, to keep themselves out of the doctor's hands, and to preserve their system in tact so as to be able to master the several branches of education that they may desire to study, and to perform the duties of men and women in society after they have come to years of maturity. It may be said that arithmetic and grammar furnish an excellent intellectual drill, and accustom the mind to close and correct reasoning; so does any science when properly studied, and physiology more especially than perhaps any other, opens a wide field for the reasoning faculties. It seems to me that the first lesson, in other words, the most important lesson, which is taught the rising generation should be the laws of health, and how to preserve that delicate and complicated piece of machinery—the human system, which when worn out for want of proper care—cannot be replaced. Much has been said in political circles about the *stealing of school money* by school officers, but putting aside all partisan bias, I am free to say that I do not believe that any school money has been stolen in this county since the adoption of the system. It is true that large sums of money have been expended, much of which is little better than wasted in the erection of houses and for other purposes. It is also true that accounts have been miserably kept and that it would be hard for many township and district officials who have handled money and some who have not, to establish their innocence; but this state of affairs, I believe, is chargeable to the complicated and confused system under which they have acted, rather than to the people who have, as best they could, performed their duties under it. If we desire to find the persons who are at fault in this matter, let us first look to the

framers of the school law, and inquire how they have performed their duty in furnishing the people a good and efficient system, plain enough to be understood by the farmer and mechanic into whose hands it passes when it goes out from the Legislature; but let us not look to these with a view to censure, but for the purpose of improving on their errors and defects, and building up a system of free schools in which honest men will not be charged with larceny.

Again it is true that a board of education in this county, with the county superintendent, my predecessor, acting as its president voted themselves compensation for their services and appropriated it from the public money, which act your predecessor informed them in a note to his edition of the school law, was larceny, but the board was composed of honorable men, who when they discovered their error were prompt to refund.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

J E Hoffman.....	3	Boyd E Brisco.....	3
G F Brown.....	2	Mrs Ginnella G Morgan.....	3
J H G Winters.....	2	Miss Nancy Spriggle.....	2
A C Seely.....	2	John D Clinton.....	6
J R F Mosley.....	3	Moses Bird.....	1
Miss L E McIntyre.....	2	Jackson Via.....	5
J E Brown (colored).....	5	Miss Fannie L Slack.....	3
T D Honaker.....	2	Moses Hall (colored).....	5
Miss M Carr.....	2	A H Rust.....	5
E P Vickers.....	2	A I Loyd.....	1
C C Casto.....	2	C S Whittaker.....	3
D C Casto.....	1	Miss M L Stanton.....	1
Joseph Mairs.....	4	John Banister.....	2
Miss Kate E Taylor.....	1	Joseph M Adams.....	3
W Stratton.....	1	Thomas Swinburn.....	3
William L Fielder.....	3	H G Garretson.....	5
I W Johnson.....	1	F C James (colored).....	1
T L Meeks.....	3	Wilson Coventson.....	1
T A Vickers.....	1	A B Whitton.....	3
J G Shirley.....	1	F S Harris.....	3
C H Smart.....	1	John H High.....	1
H D Tingley.....	1	John S Lavender.....	1
J L Lasley.....	1	Capt Geo Chilton.....	3
N B Howe.....	1	W F Cloughton.....	1
W R Cummings.....	2	A B Jones.....	1
E W Conner.....	2	Miss M E Theaker.....	1
J E Spears (colored).....	2	Miss Laura Shrewsbury.....	1
C S Alamong.....	2	Miss Annie S. Groves.....	4
Miss W A Duling.....	2	Miss Fannie M Woods.....	2
W B Smith.....	2	Thomas H Burton.....	2
C S Walker.....	1	Miss E S Peters.....	3
William A Rodgers.....	1	L D Hill.....	2
Miss Mary E Gray.....	1	T A Zicapoose.....	2
John Brown.....	2	I C Bray.....	1
John W Elswick.....	1	Miss M F James.....	1
John D Woods.....	5	T F Cassels (colored).....	1
C H Via.....	2	W H Knight.....	1
Mrs Julia McFarland.....	2	Miss Jane Bullard (colored).....	1
I H Newton.....	1	William Davis (colored).....	1
Aaron Lewis.....	3	J H D Clinton.....	3
Wm T Milam.....	3	Miss F A Nicely.....	2
Charles R Clemmons.....	2	Samuel L Webb.....	1
S W Gibson.....	2	Miss E A Gibson.....	2
James H Kinneon.....	1	M S Woods.....	2
B A Melton.....	3	C H Graham.....	2
I C Vandine.....	3	S Chapman.....	1
John S Rudd.....	1	Luke Rose.....	2
Lewis A Hart.....	3	Alex M Cantley.....	2
Thos E Brown.....	2	W W Johnson.....	2
Mrs M I Berry (colored).....	5	David Showalter.....	2
George Montague.....	5	Benj H Webb.....	2
P S Shirkey.....	2	I H Shannon.....	1
Charles High.....	2	C M Farrar.....	2
W M Ewing.....	1	W H Epling.....	1
L W Bowers.....	1	R W Thompson.....	2
R C Var.....	1		

LEWIS COUNTY—P. T. L. QUEEN, *Supt.*

I have the honor to submit to you the accompanying report of the Free schools of the county of Lewis, for the scholastic year ending August 30th, 1871; and in submitting the same I wish to say that the subject of free popular instruction is no longer a question on trial before the public mind. But it has become one of the important elements of our State and national existence, and I am proud to report an increasing attachment on the part of the people of this county to our present system of schools, and a manifest willingness to provide for its maintenance.

Notwithstanding our system of education is defective in many particulars, and needs immediate correction, yet the people would resist any encroachment that would endanger its existence or retard its usefulness.

This county is divided into five townships, having an aggregate number of seventy-two school districts, and one independent district.

Jane Lew township has twelve school districts, all of which are provided with neat and comfortable school houses. This township has been favored with faithful and efficient officers. The money collected for the sacred purpose of instruction has been promptly applied to that purpose. Money has accumulated in the hands of her treasurer in excess of her demands, until there is a sufficiency, together with the State and township funds, to continue the schools for eight months.

Wiley township is not so favorably circumstanced, having eighteen districts, fourteen of which are provided with houses, six frame and eight log. Some of the latter are miserable structures. The only hopeful thing connected with those rickety huts, is that they are fast crumbling down and will soon be replaced by others, and we hope better ones.

Sheridan township has thirteen school districts, all provided with comfortable houses. The school officers are prompt in making their reports, while the people manifest a deep interest in the cause of education.

Lincoln township has eleven school districts, only eight of which are provided with houses. The people are not interested in the cause of education to that extent that its importance demands.

Battelle township has nineteen school districts, most of which are provided with houses. The Board of Education of this township have shown bad wisdom in the division of this township into school districts. Most of the districts are too small, and as a consequence have but little money for school purposes.

The independent school district at Weston have disposed of their school property for the purpose of erecting a new school building that

will be an ornament to the town and a blessing to the county. This district has been very much encouraged by the assistance of the Peabody fund, having a school in continuance six months during the past year, with an able corps of teachers, at which many of the district teachers attended as pupils. This school has given an impetus to the cause of education in the county that will be of essential benefit.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

D T Simmons.....	1	Miss L Bartlett.....	3
T M McKinley.....	2	B T Norman.....	4
Simeon Riffer.....	2	I Wooster.....	3
G W Crook.....	1	L Freeman.....	2
P W Allman.....	2	J H Taylor.....	3
J M Musser.....	2	P C Hudson.....	1
T Musser.....	2	G H Hudson.....	1
Wm Morrison.....	1	C Armstrong.....	2
A C Law.....	2	J M Ernst.....	2
Miss M Sims.....	1	T H Poesey.....	4
H Berrey.....	1	P J Murray.....	1
M Smith.....	1	J D Peterson.....	2
Wm D Hall.....	2	P A Crook.....	3
J W Kester.....	2	J Copley.....	2
H J Warner.....	2	R Moffett.....	3
H J Helmick.....	2	R Hitt.....	3
Miss M Bruffey.....	3	Wm Lawman.....	3
R E Houghton.....	2	Miss H Spalding.....	2
P M Camp.....	3	Miss V Spalding.....	2
J Hall.....	2	G M Bailey.....	3
Wm L White.....	1	P E Felty.....	2
R Simpson.....	1	D Peterson.....	1
S M Lorne.....	3	J S Hall.....	1
S B Wagonner.....	2		

LINCOLN COUNTY—J. W. Holt, *Supt.*

I am absolutely ashamed to send you this fragment of a report, after having waited so long. I was in hope that I should be able to make a complete report, but regret to say that it is impossible. But two out of the seven township boards have reported to me, and these two are so imperfect as to be of no benefit whatever. I might be able to give some definite statement of the school operations of this county from the time I entered upon the duties of superintendent (last June,) but outside of this time, the material at my command is very meagre. The boards excuse themselves upon the plea that the teachers have not made their reports, and of course they cannot.

I am an earnest supporter of the free school system, and when I entered upon the discharge of the duties of county superintendent, I determined to do all in my power to advance the cause of education, and to aid in harmonizing the conflicting elements which have hitherto, in a great measure, paralyzed the operations of the system in this county. I visited various sections of the county, and delivered several lectures upon the subject of education, and tried to impress upon the

school officers, the necessity of energy and promptness upon their part. My own opinion is, that the citizens of this county are, at the present time, more united in support of our system of education than they have been at any former period.

During the year ending the thirtieth of September there were more schools in operation than in any former year, and most of these schools have been conducted by qualified teachers. It is, however, impossible to secure the services of thoroughly qualified and skilled instructors in every district in the county. But I think, upon the whole, our teachers were as competent as in any county in this section of the State. Some few of the teachers secured certificates upon the recommendation of trustees and citizens, and these have generally given satisfaction, and proved to be competent to instruct all the pupils under their care. There is a very decided disinclination upon the part of our people to employ foreign teachers, as they carry their salaries out of the county, and spend money elsewhere that, they think, should be kept at home. I doubt the correctness of the principle, but think the motive excusable.

So far as the several townships are concerned financially, there is not any considerable difference, except as to Carroll which is now free of debt. One excellent school house has been erected in this township this year, and another is now under way which will be completed in time for a winter school. When this house is finished, I believe every district in the township will be furnished with a comfortable building.

Hart's creek has also built two school houses this year. The buildings are of logs, but are really neatly and substantially gotten up, and reflect credit upon the contractors and the township. This township is exhibiting a very commendable spirit upon the subject of education, and in the course of another year will have her school affairs in good working order.

Sheridan also has one district school house under way, which will be completed in time for a winter school. This township, unfortunately, has become considerably involved in debt, which has had a tendency to cripple its operations. But the official transactions of its former treasurers are now being thoroughly investigated by commissioners appointed for that purpose, and I have no doubt but that the township will be freed from debt.

The rest of the townships seem to be moving on harmoniously, with nothing of special interest to note.

The greatest difficulty we have to contend with in our school matters is the want of officers that will attend to their official duties. Our commissioners receive nothing for their services, and men generally do not like to work for nothing. It would be infinitely better, in my

opinion, to have but one commissioner in each township, pay him a reasonable compensation, and hold him to strict accountability.

I omitted to state that Jefferson and Washington are the townships that reported to me, and their officers should be commended for their inclination to discharge their duties.

The list of teachers herewith reported are those to whom my predecessor, Mr. Alford, granted certificates, from the thirtieth day of September, 1870, to the thirteenth of May, 1871, which is the date of his last certificate; and those issued by myself from that time to the thirtieth of September, 1871.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Eliza Atkins.....	4	Eli Wilkinson.....	3
Geo Wilkinson.....	3	Wm H Epling.....	3
Alex Collins.....	5	Geo J Kayser.....	1
J A Cassidy.....	1	Jno M Roberts.....	4
Leah Clark.....	2	Rachael Thornton.....	2
John W Holstein.....	4	Philip Hager.....	4
M A Byas.....	3	Wm G Wilkinson.....	3
Willis Noel.....	3	Jas W Holt.....	2
Jas A Warfield.....	2	John F Gill.....	3
Jno W Johnson.....	3	Jas L Wheeler.....	4
Ambrose T Maupin.....	5	Eli B Kayser.....	3
Caleb Headlee.....	No grade on certificate	John B Shepherd.....	2
Thos P Moore.....	4	B B McComas.....	4
Isaac Nelson.....	5	B D Mahone.....	3
Geo W Wheeler.....	5	Jno W Heck.....	3
W T Alexander.....	1	James T Hill.....	2
A E Carroll.....	5	Corydon McAlister.....	2
Jno Clark.....	1	Godfred S Scites.....	3
Jos W Holt.....	1	James E Rose.....	3
Geo Boster.....	1	John Mayberry.....	2
W L Stowers.....	4½	Chas Harler.....	4
Wm Watts.....	2	John M Oxley.....	2
Henry Spears.....	4	J B Pullen.....	4
John M Smart.....	2	Hugh Smith.....	4
A E Carroll.....	3	Alice Carroll.....	5
Eliza Atkins.....	4	Josiah S Hill.....	5
E B Curry.....	3	V B Prince.....	1

LOGAN COUNTY—C. S. STONE, *Superintendent.*

My annual report has been detained to this late date by reason of the failure of the township officers, beginning with the trustees and teachers.. I am sorry to say that the finances of the townships are in such a condition as to render it impossible for me to make a report as to the finances of the county, and I have endeavored to explain in marginal remarks, some of the reasons of the great imperfections of this report.

At the time of making my report last year, the schools in the county were in a more flourishing condition than at this time, owing, I think, to the inefficient working of the system, through such an immense number of school officers. Now there are, in Logan county, about

one hundred and sixty-five trustees and school commissioners; all of whom are required by law to perform services, make reports, &c., without one cent of compensation; now is it to be expected that all this will be done! nay *verily*. I am not prepared to say whether those officers should be paid or not, but I would think that they should be either paid or the great burthen of their duties be removed to another quarter. In my last year's report I endeavored to give my views respecting some of the apparent defects in the school law, and anything further that I might say would be but useless; yet for the purpose of securing the required reports, would it not be better to have the business pass through the hands of but one man, or *fewer* men? Now I would recommend that the county superintendent be the financier of the county, and make all contracts with teachers, appoint them to suitable districts, keep all accounts, make all reports (save teachers reports), and then when the business would all be done by one individual, he surely would do it as the law requires. The teacher should report as to the daily attendance, average age, &c., and that report should be made at the close of the school; and a part of his salary withheld until such report be made. For myself I would say, that in order to get up such a report as the law requires, I would take it to my choice, to go into all the districts and do all the work required of all the officers, rather than to get it up right under the present regulations. I would not dispense with the trustees altogether, but would retain them for supervisory purposes, and to report, through the teachers, the contingent expenses of the schools.

Last May I passed through all the townships of the county, furnishing blanks to the secretaries for reporting enumerations, &c., and in the month of July I passed round again, yet very few trustees' reports were made; in fact some of the secretaries received not a single report, so that trustees' reports in our county were a complete failure.

During last fall and winter I visited most of the schools in operation, and found them, generally, thinly attended; a few of the schools, however, were well filled; but in some of the districts where there are some forty or fifty youths, the average would be perhaps eight or ten. It appears that the mass of the people do not take hold of the thing right; they do not appreciate properly the great benefit of a general education. They generally admit that schools are the thing they want, and that public schools are the only means that will diffuse a general education, but there is something in its operative influences not altogether right.

Now notwithstanding the many drawbacks in this most important institution, my faith is not the least shaken in its final success. So great a work as this must start slowly but it moves surely, and will eventu-

ally triumph and redound to the good of any community, so that if it operates a little hard at first, the best plan is to stick to it the closer and as it progresses it will become lighter.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Elvira Owmsley.....	3	John W Stafford.....	3
William A Stollings.....	1	John C Chaffin.....	2
James Chambers.....	4	Chas L McDonald.....	2
M E Baisden.....	4	John McCloud.....	5
Henry Perry.....	4	Lewis Dempsey.....	3
Stephen Lambert.....	4	Joseph Dempsey.....	3
Charles Covert.....	4	Joseph W Hinchman.....	4
Sampson D Thomas.....	4	Hiram Mullins.....	4
John Covert.....	1	A G Mitchell.....	4
Jas W Cooper.....	1	Jas R Perry.....	3
Joseph Acord.....	5	Wm E Ferrell.....	3
Wm H Davis.....	3	L J White.....	3
C H Lake.....	2	Henry C Perry.....	4
S S Attizer.....	1	Wm C Runyon.....	4
Wm T Meade.....	3	John Dempsey Jr.....	3
Ira Evans, Jr.....	5	F S Browning.....	4
Wm A Farley.....	2	S Simpkins.....	2
Lewis Dempsey, Jr.....	1	Malc'i Staton.....	3
Samuel Vernatter.....	5	R B Perry.....	4
A W Meade.....	4	M A. Staton.....	1
I W Webb.....	4	E A Bowles.....	2
Wm R Lee.....	3		

MARION COUNTY—WILLIAM GRAY, *Superintendent*.

I have the honor to transmit, herewith, my annual statistical and financial report of the condition of the free schools in Marion county, for the year ending August 31st, 1871.

It is a source of regret, that my report has been delayed so long, and yet imperfect. The chief cause of delay is owing to the fact, that most of the township books have, since last August, been in the hands of the committee, appointed to settle the accounts of township treasurers and others.

All of the township reports are, more or less, erroneous. Secretaries of Boards of Education have failed to keep their books in such a manner as to correspond with the statement required, at the end of the year. No report was made by Fairmont township, and I have been compelled to resort to the last expedient, known in law, that of making up their report from the statistics in my own office, and such other information as I was able to gather from a part of the township books, in the hands of the county committee. Notwithstanding there was no report from this township, I think that I have been able to approximate the true statement, as closely as the secretary could have done with all the books, vouchers, &c., in his office. *The accounts in this township have been so badly kept, that it is impossible to make up a correct and intelligible financial exhibit from*

them. My statistical report is very nearly correct, and gives evidence that the teachers have done their work honestly and faithfully, and at the same time, that the township officers have not always had the ability to satisfactorily discharge the duties devolving upon them. It would be well for our State, if all the township officers were compelled to pass an examination in all the branches required of a teacher for a primary school, with the additional branch of book-keeping, before they could be permitted to transact any business. We might then hope to get a complete statement of the condition and workings of the free school system.

EXAMINATIONS.—The plan pursued has been substantially the same as that adopted by myself in 1868. Private examinations have always been refused, when it was possible to have the applicants present at the public tests. During the year, 105 certificates were granted, thirty of which were grade No. 1, five No. 1½, twenty-two No. 2, ten No. 2½, eleven No. 3, six No. 3½, eleven No. 4, and nine No. 5. Three of those presenting themselves for examination were refused certificates; one by reason of habitual drunkenness, and two were incompetent.

PRIMARY SCHOOLS.—We have eighty-three primary schools which were taught during the last year 342 months, an average of four and one-eighth months in each school district. All townships had the full term of four months, and several districts from five to six months. Ninety-six teachers, sixty-seven males and twenty-nine females, were employed at an average monthly salary of \$34.88. 3,949 scholars, or seventy-four per cent. of the whole enumeration, attended school during the year. The daily average attendance was 2,872, or seventy-three per cent. of the whole enrollment, and fifty-four per cent. of the whole enumeration. The average cost of tuition per scholar for four months was \$3.80; per month, 95 cents.

COLORED SCHOOL.—The colored school at Fairmont was in successful operation for four months last winter, and considering the difficulties under which this unfortunate race has labored in times past, it will certainly compare favorably with our schools for white children.

GRADED SCHOOLS.—Four graded schools were in operation last year. One in Fairmont, consisting of five departments, and taught in connection with the State Normal School, as a high school and model department; one in Paletine, taught by myself, assisted by Mr. T. F. Lanham, Miss Amanda Abbott and Miss Virginia R. Mays; one in Man-nington, taught by Mr. B. F. Charlton, assisted by Miss Carrie V. Turney and Miss Sallie Erwin; and one in Farmington, taught by Mr. William T. Bowman, assisted by one lady. Dr. Barnas Sears, General Agent of the Peabody Educational Fund, very generously donated

\$600.00 to the support of the Palatine school and \$300.00 to Mannington, which, together with private contributions at Mannington and the individual enterprise of the Principal at Palatine, enabled these schools to have ten months' session. During the year, the Palatine school had an attendance of 245 scholars, 31 of whom were preparing for the profession of teacher. Farmington, less fortunate than her sister villages, had but four months' school. Another graded school will be organized in Barrackville, Fairmont township, at an early date. The people now fully realize the advantage and importance of well regulated schools of this class, and it will not be long before they will be established in all the districts where the population will justify and the wealth of the citizens admit of it.

ENUMERATION OF YOUTH.—Not receiving the full return of enumeration of youth in the county before the fourth day of July, and having good and sufficient reasons for believing that it would not be made in some of the townships, I employed competent persons to take and verify the same in due form of law, in Grant, Union, Fairmont and a portion of Lincoln townships, at a cost of \$38. Trustees, in this case as well as nearly all of their duties, seem never to think of it until the opportunity has passed away, and then complain that the ones employed by the County Superintendent to do the work for them, have done them injustice.

NORMAL CADETS.—The following persons were appointed during the year to receive instruction in the State Normal School at Fairmont: Misses Alice Ingman, E. Virginia Robinson, Amanda Abbott, Fannie May, Anna B. Ayres, Mary E. Ayres, Kate Grove and May Clayton. The appointees were all females, males preferring the payment of tuition to obligating themselves to teach two years in the State after graduation.

SCHOOL HOUSES.—Five good frame school houses were erected and finished during the year, making in all seventy-nine in the county. Four districts are yet unprovided with good houses. These will probably be built during the coming year. Boards of education are providing furniture, fixtures and apparatus as rapidly as the finances will admit.

MISCELLANEOUS ITEMS.—At the close of the term of school, 3,810 were studying orthography; 3,323, reading; 2,236, writing; 2,750, arithmetic; 767, geography; 650, grammar; 148, algebra; and 969, other branches. The last enumeration of youth shows a total of 5,335, of which 2,771 are white males, 2,528 white females, 23 colored males and 13 colored females. The average age of males attending school is 12 years, females 11, and general average, 11½. Those studying *orthography* were ninety-six per cent. of the whole attendance; reading,

eighty-four per cent.; writing, fifty-seven per cent.; arithmetic, seventy per cent.; geography, twenty per cent.; grammar, sixteen per cent.; algebra, four per cent.; and other branches, twenty-four per cent. Seventy per cent. of the teachers employed were males and thirty per cent. females. There were used in the schools 3,467 McGuffey's Spellers, 2,873 McGuffey's Readers, 3,367 Ray's Arithmetics, 480 Pinneo's Grammars, 543 Mitchell's Geographies and about 200 Guiott's Geographies. Number of all kinds of books needed in the schools, 1,347. We have seven townships, one independent school district, twenty-four school commissioners, eight secretaries and two hundred and forty-three trustees, making in all two hundred and seventy-two township school officers in the county.

COMPARISON WITH REPORT OF 1870.—In the year 1870 the total receipts for schools were \$19,068.27; expenditures \$23,381.63. In 1871 receipts \$31,571.70; expenditures \$24,808.89. In 1870 we had 77 school-houses; in 1871 we have 79. Total value of school property in 1870 \$51,030.00; in 1871 it is \$60,223.00. Enumeration of youth in 1870, was 5,504; in 1871 it is 5,335. Whole attendance in 1870 was 2,669; in 1871 it is 2,872. In 1870 we had 83 schools; in 1871 we have 88. In 1870 there were 83 examinations of teachers; in 1871 there were 105. In 1870 there were 88 teachers employed, who taught 348 months; in 1871 there were 96 employed who taught 426 months. In 1870, 3,271 were studying orthography; 2,831 reading; 1,787 writing; 1,376 arithmetic; 743 geography; 49 algebra; 303 higher branches; in 1871, 3,810 were studying orthography; 3,323 reading; 2,236 writing; 2,750 arithmetic; 767 geography; 650 grammar; 148 algebra, and 969 other branches.

CONCLUSION.—The comparison of statistics in this county from year to year is highly gratifying. Each year the state of the finances is growing better, the length of term taught is increasing, the teachers are gaining in numbers, and becoming more efficient; there are more schools, the schools are better attended, and the free school system is so fondly cherished by both young and old, that it only needs the right application of the means now provided by the school law, to make the system a complete success. A little wise legislation would probably be beneficial, towards securing a little more harmony in its working, but, at the same time, it would be better to bear the slight wrongs and inconsistencies of the present law, than to impair its efficiency by *unnecessary and useless amendments*.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Anna B Ayres, (Normal student),.....	2	J W Mays (Normal student).....	1
Amanda Abbott do	1½	C H Morris.....	1
U N Arnett.....	3	B F Mandell.....	2
Roanna Amos.....	2	Geo W Morgan.....	4
Annie M Billingsley.....	2	Sam L. Morris.....	1½
A F Billingsley.....	5	Fannie May, (Normal student)	2
D H Barker.....	2	B F Martin.....	1
Patrick R. Black.....	3½	U E Morgan.....	4
Wm T. Bordman.....	1	Sam R Mercer.....	3
Kate Black.....	3½	Belle Martin.....	3
A W Cunningham.....	1½	Jas H Mason.....	2
H M Clayton.....	5	Virginia R Mays.....	1½
M M Chisler.....	1	U E Morgan.....	2½
May Clayton.....	2½	Geo W Morgan.....	2
Fannie Clayton.....	4	Joseph H Nay.....	5
Lee Roy Conaway.....	3½	H A Nixon.....	2
Fannie Creel.....	2	A B Nixon.....	2
George Conaway.....	4	Maggie J O'Harra.....	3
A G Davis.....	3	W J Price.....	1
E V Dragoo.....	4	Maggie Paden.....	3
Z F. Davis.....	4	W Parish.....	5
C B Davis.....	2	Simon C Parish.....	1
M S Duncan.....	4	Waltman T. Prickett.....	3
Z F Davis.....	2	Geo W Palmer.....	3
John T Eastburn.....	5	W J. Price.....	1
Sallie R Erwin.....	4	E Virginia Robinson, (Normal student).....	2
J. W Fast.....	1	Lucy O Reed.....	1
L B Fleming.....	1	Mattie E Robie.....	3
Amanda Fleming, (Normal student).....	1	R E Richardson.....	5
T M Fleming.....	1	Thos L. Reese.....	2½
John Fleming.....	2	John Ritchie.....	4
M S Fast.....	3½	Regin Reed.....	2½
Ulysses Fleming (Normal student).....	1	John P. Slocum.....	1
Jas B Fox.....	2½	Jno Satterfield (Normal Student).....	1
Chas A. Fleming.....	1½	Jas M Satterfield.....	2
Jas B Fox.....	2	I C Snodderly.....	1
H W Harr.....	3½	Jas N Stuin.....	1
Lizzie Helmick.....	2	Mary J. Shore.....	1
A O Heck.....	4	Zana V Sanders, (Normal student)	1
M E Harvey.....	2½	N B Sandy.....	2
L R Hall.....	2½	C W Sturm.....	3
Rufus E Harr.....	2	Mary Stout.....	1
Jacob Harr.....	2	Etta Swearinger.....	2
Alice Ingman.....	1	Jacob Sturgeon.....	2
A F Johns.....	1	Della Sinsel.....	1
William Jolley.....	5	Oliver Theakston.....	5
C M Kincaid.....	1	T B Theakston.....	3½
W E Kincaid.....	3	Hattie J. Turney.....	1
T F Lanham, (Normal Student)	1	Carrie V Turney (Normal student).....	1
I N Lough.....	5	Leonidas Wilcox.....	2½
S J Linn.....	2½	Leonidas Wilcox.....	2½
D L Musgrave.....	1	A B Yonst.....	2½
Thos C Miller, (Normal student).....	1		

MARSHALL COUNTY—JNO. W. P. REID, *Supt.*

In conformity with law the annual report of the condition of the public schools of Marshall county is hereby presented you. The statistical and financial detail, incomplete, owing to absence of township reports, and of those received, nearly all are defective respecting disbursements of funds received from levy.

In the townships hereinafter mentioned, since last report, frame school houses of respectable dimensions and good plan have been erected, viz., Washington, two; Webster, one; Clay, one; Cameron, two; Liberty, two; Sand Hill, two, and Union two. An insured log

school house of Franklin township burned down last spring; the insurance was promptly paid, and in its stead on a different site a substantial frame house has been built.

During my term of office, I have visited nearly all of the schools in the county, most always examining the scholars after their recitation to the teacher; in many instances I found commendable, and in all satisfactory, improvement considering the short time educational advantages have been made available to the masses. The prevalent opinion throughout the county is, to almost ignore the study of grammar and geography for that of arithmetic.

Examinations of teachers have been held in the same manner as last year. Quite a number of last year's teachers impelled by a laudable ambition to be worthy of their profession, have attended the State Normal Schools, and by close application to their studies have added much to their former store of knowledge; others, by the prevalent opinion of this community to employ no low grade applicants—have been compelled to make considerable improvement.

I would respectfully suggest the abrogation of the office of trustee and the conferring of their present duties on the Board of Education. By this plan a superfluous number of officers would be dispensed with, a closer attention to the law observed and better harmony promoted.

I would recommend the substitution of Wilson's series of readers and spellers instead of the series now adopted. The State to be the purchaser; such a change in the law be made as would permit a part of the irreducible school fund to be pledged as security for payment of the amount ordered at introduction rates; county superintendents to report by the 1st of July of each year the number needed; this number ready to be delivered to the respective counties by the 1st of September, following, with such interest added as the part of the fund so set apart now produces together with the cost of transportation. It is probable that very little of the Fund, if any, would ever have to be used for the payment of requisitions, as the sales would necessarily be large, and patrons saved of much of the present school expense.

The committee have settled with the various school officers of seven townships of the county, have found no defalcations, but an almost inextricable confusion in the accounts of money disbursed. By the 1st of January 1872, we hope to have completed the remaining settlements.

In conclusion permit me to remark, that the benefits of public instruction are everywhere apparent.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

George L McIntyre.....	2	Abel Kemple.....	1½
John W Yeater.....	3	Robert Casey.....	3½
Thomas Redley.....	2	Wilson M Wirt.....	2
Thos H Mason.....	3	O W Crawford.....	1
Mattie Randolph.....	3	Anna Meishelder.....	3½
S B Hainen.....	1	Samuel Resseger.....	1½
Geo W Trainer.....	1	John Resseger.....	2
T M Fisher.....	3½	Ida N Drennen.....	2
Sue Brant.....	1	Jonathan W Barney.....	3½
E W Wyatt.....	3	James W Ward.....	3
Barclay Roach.....	2	Isaac Lutes.....	3
Thos B Weekly.....	2	John J Carson.....	2½
John Booth.....	4	Stephen Barnhart.....	3
Eunice Stone.....	2	Jennie H Eagleson.....	2
Catharine Avison.....	3	M R S Eagleson.....	2
James Crozier.....	3	Wm J Deman.....	2
Joseph B Blair.....	3	John W Emsley.....	3
John Fulton.....	3	Ferdinand J Keller.....	2½
Mary E Hedges.....	2	Geo I Garrison.....	3
Mira White.....	2	Jas C Yarnell.....	1½
Chas M Green.....	1½	Robert N Wilson.....	1
J N Ward.....	2	Oliver J Duff.....	1½
John B Henderson.....	3	Joseph M Adair.....	2
Wm Bumgardner.....	3	Belinda Kearney.....	2
Francis S Carroll.....	1	B F Meighen.....	1½
S B McKerrihan.....	1	M T Mapel.....	2
Flora A Waddle.....	1	R A Roney.....	1½
Wm G McGlumphy.....	3	F B Jackson.....	2
H F Burleigh.....	4	G W Wilson.....	1½
Andrew M Myers.....	3	Wm P Weekly.....	2
Jason Clark.....	3	Mary Peck.....	2
M C Wallace.....	2	Jannette Drennen.....	2
Edwards I Riggs.....	3	Jonas Craft.....	3
Robert E Adair.....	3½	Wm H C Curtiss.....	3
Joseph W Myers.....	2½	F H Pikes.....	1½
Mary E Boon.....	2	Levi H Gorby.....	1½
Angie Yost.....	1	Wm R Foggin.....	3
William R Humphrey.....	2	S E Biggs.....	2
David McKelvey.....	3	Eleanor L Davis.....	2
Thos B McKelvey.....	2½	John McComas.....	2
Hugh Bannan.....	1	Robert Hamilton.....	1
Anna L Lorain.....	2	Mycage S Ryne.....	2
Mary L Briggs.....	2	Sue Brant.....	1
Louisa J Anquish.....	2	Henrietta M Mackey.....	2
Jas M Gamble.....	2	Nettie McConnell.....	2
S C Roach.....	2	John F Parsons.....	1
Lizzie Finn.....	1	Mary Stout.....	1
Ezekiel Bonar.....	2½		

MASON COUNTY—C. T. B. MOORE, *Supt.*

NO REPORT.

MERCER COUNTY—THOMAS PRITCHARD, *Supt.*

Yours of November 2nd, 1871, just to hand, and in response to same would say,, that my report has been unavoidably delayed thus long though I have earnestly tried to get it up earlier, I sent out the blanks

for reports early, to the various townships of this county, after various reasons for delay, such as the trustees have not reported to the board. The reports are not in accordance with the trustees reports. I received the reports from the East River, Beaver Pond, Plymouth and Rock townships, but as yet none from Jumping Branch township, which reports I had in each case to return for correction, and had finally to visit the offices of the several secretaries of townships to assist in the preparation of said reports. In the Jumping Branch township by reason of the formation of the county of Summers, and by which the greatest part of said township was apportioned to said county of Summers, and in said apportionment the board of education with the secretary and his records were left in said county of Summers, we had to appoint a new board of education, and they a new secretary, who commenced their business anew; therefore, they could not make a report. I visited the county of Summers last week to try and get up said report but failed to do so, though I made an appointment to meet the secretary of said township of Jumping Branch with Mr. John Pack, county superintendent of said county of Summers, hoping to be able to get data to furnish said report, when I received your instructions of December 2nd to furnish my report at once from such reports as I had received.

EAST RIVER TOWNSHIP.—In this township there were ten schools taught during the past winter; they have generally good school houses, though they have been built at considerable cost to the township. They also paid teachers a large salary whereby they became considerably involved in debt, but which they have, by the aid of the new board of education, nearly paid off, and appear to start off for this winter's school with an efficient body of teachers, and have every appearance of having good and efficient schools this year.

BEAVER POND TOWNSHIP.—In this township there were eleven schools taught in last year, in several very good school houses, and with their new board of education, I think will have a good series of schools this year; they have some very good teachers, and I think the township is now out of debt and in a prosperous condition.

PLYMOUTH TOWNSHIP.—In this township there were nineteen schools taught during the past year, in which number were two colored schools; there are few good school houses in this township, they being mostly built of round logs and generally not good. This township was by reason of the formation of the county of Summers, divided between the counties of Summers and Mercer. There will therefore, have to be a settlement of the affairs of this township with some division of the apportionment of the State fund of 1870; also some arrangement for

any debt which may have been contracted in former years, (if any), and which I would be glad to see satisfactorily arranged as early as possible, as it seems to be the cause of some confusion in this township.

ROCK TOWNSHIP—In this township there were taught eleven schools during the past year. In this township there are some very good school houses, with some good teachers. The township is out of debt, and upon the whole, its schools have been very successful, though it has a large territory and is sparsely settled.

JUMPING BRANCH TOWNSHIP—From this township we have no report; yet there were a good number of schools taught last year, with some good teachers. The houses in this township are generally of an ordinary character and rude in their construction. There will also have to be an examination of the affairs of this township, as in Plymouth township, by reason of the division of this township between the counties of Summers and Mercer.

Upon the whole, we have no reason to complain of the working of the school system with us during the past year, as it seems to have done better for us than heretofore, by reason of our having recovered our part of the State fund, due us for the past year, and which places us out of debt, or thereabouts, in the several townships of this county.

The system is much more popular with us than it was a year or so ago. We have better teachers, better officers, though we have some trouble to get up our reports by reason of the officers not being informed as to the law.

In compliance with section 54, chapter 45, Code of West Virginia, I would respectfully offer the following suggestions, viz: that the reports of the various officers in the school department conform to each other as nearly as may be possible. I find that there are some differences in the reports to be made by the Trustees to the Board of Education; also in the reports to be made by the Boards of Education to the county superintendent; also the report to be made by the county to the State superintendent. 1st. I find in the report of the county superintendent to the State superintendent a column for the number of youths between six and twenty-one years, white and colored. I find no colored in the reports made by the Board of Education, nor do I find blanks for the report upon scholars studying Arithmetic, Algebra, or for the county superintendent's salary for townships. 2nd. There seems to be a wrong, also, in the following; viz: In the report requiring the amount from the township levy for buildings; also, for schools, also, the receipts from the levy and from the State, whereas, we have in all probability received no returns of the same, which has *been the case* upon several occasions with us; also, the expenses for

land, commissions, contingencies, &c.; also, the balance upon hand, with the amount apportioned to whites, and also to colored, with the average cost per pupil; whereas, there has perhaps been no such apportionment made at the time; as, also, the report upon the various books as made use of in schools, and which is not embraced in the reports as required from the Board of Education to the county superintendent.

I think that perhaps these variances have arisen from the changes as made in the school laws by the several legislatures who have undertaken to correct the errors therein. I would suggest a general act of the legislature, so as to cause the various reports to conform to each other; also, some change in the commencement of the school year; as, for instance, we understand that the school year of 1871 commences September 1st, 1870, and continues to August 31st, 1871, whereas the State fund is apportioned September 1st, 1871, and this is the first money applicable to the payment of the schools for the year 1871. The assessor's books are due to the sheriff about the 1st of September, for said year of 1871, and he then requires some time to prepare his tickets for collection, which generally brings October or November; and therefore, there can be no settlement for said year of 1871, while the blanks require the amount of township levy for schools and for buildings; also, amount of receipts from levy, and from the State, and then the expenditures, while actually there is no settlement made, or even due. I think that when the State funds were apportioned in April, or May, these difficulties did not arise, and the reports were easily made, by reason of settlements, &c., having been previously made.

I would further suggest, that, unless the trusteeship can be enforced so that said officers will discharge their duties, I would suggest the dispensing with the same, and let their duties be performed by the county superintendent, or the Boards of Education of the several townships; or by both, together.*

*NOTE.—The report from the county was received too late to admit of its statistics being compiled, with the statistical table, accompanying this report.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Leonidas Goodwin.....	2	George W Thompson.....	3
Elijah F Kahle.....	2	George W Karnes.....	2
Daniel W Martin.....	2	Elizabeth E Perdue.....	3
John Shumate.....	2	James W Lilley.....	3
Wm C Dobbins.....	2	G F Meador.....	2
David B Pendleton.....	1	J A Deeds.....	3
Harvie B Christie.....	2	D E Lilly.....	3
Lewis W Farley.....	2	Thomas K Massery.....	2
George Martin.....	2	Ralph R Little.....	2
William H Lilly.....	2	John Crews.....	3
Robert P Lilly.....	2	George H Houchens.....	2
Jacob M Hammon.....	2	Lewis Lilly.....	3
James A Jones.....	3	Floyd A Bolin.....	2
Ward C Keaton.....	3	Mathew Cox.....	3
A J Lacey.....	1	Jonathan H Couper.....	2
Joseph Peters.....	2	Agness Calfee.....	3
Gordon L Saunders.....	3	Wm D Calfee.....	2
Harvey J White.....	3	Allen H Carr.....	1
John W Thompson.....	2	Hiram Davidson, (color*).....	4
Thomas A Bird.....	2	ci H Dean.....	2
Benjamin A Wood.....	3	Amaziah Godfrey.....	2
Millard F Ellison.....	2	Wm H Herndon.....	3
James H Whittaker.....	2	Joshua Day.....	3
Wm A Reed.....	1	Hatty A French.....	1
Clementine E Stinson.....	3	James M Killey.....	1
A G P Farley.....	2	David Noell.....	5
Larkin M D Meador.....	2	Wm M Bridges.....	2
Albert G Stovall.....	2	John Calfee.....	4

MINERAL COUNTY—THOMAS P. ADAMS, *Supt.*

I herewith transmit to you my annual report for the year ending August 30st 1871, and, although, imperfect it appears, we can do no better at the present time.

We have no suggestions to offer, but hope that the hands of our Democratic brethren will not rashly be raised against the free school system.

The law, as it is now written, is becoming popular with the people; and appears to be as nearly perfect as we could expect, considering the time and experience we have had in the "manufacture" thereof.

The present school law seems to be better adapted to the wants of the people, than the people are adapted to the requirements of the law, the only remedy for said defect, being the education to be received by the masses in time from the system itself.

The cost per pupil, per month, in this report, is derived from the average daily attendance, instead of from the number attending school. In subscription schools the cost per month is derived from the number attending the school, without regard to any absentees, and in this part of the State, is, for the primary department, \$1.50 per month.

Should we calculate the cost per month, in the free schools, by the number that attend the schools, it would not average much above one

dollar per month; hence in comparison with the old system we may well be pleased with the result of the present.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

B F Pugh.....	3	Walter Lowrey.....	5
John Taylor.....	4	Isaac Dunn.....	4
Thos H Cheney.....	4	Warner T High.....	2
Baltzer Snyder.....	2	John Buchanan.....	1
John T Greenwade.....	4	L F Ruppel.....	3
Elizabeth Russel.....	2	Silas N Swisher.....	3
M N O'Gorman.....	1	Miss Mary Harner.....	3
Edgar S Vanmeter.....	3	C C Boseley.....	4
Edward L Ward.....	4	R S Pettit.....	3
James A Sharpless.....	4	Mary A Howard (colored).....	5
J Augustus Hendrickson.....	4	A S McCartney.....	3
John T Shaffer.....	5	J H Offner.....	3
Michael M Boor.....	4	Z T Vanbuskirk.....	2
John B Wolverton.....	2	F M Fravel (well merited).....	3
Nimrod Paris (well merited).....	3	Jacob Z Chadwick.....	2
M M Colgan.....	2	W H Chamberlain.....	4
John L Wimer.....	3		

MONONGALIA COUNTY—H. S. Cox, *Supt.*

I herewith forward my report for the school year, ending August the 31st, 1871. The blanks for the reports of township boards of education were not well suited to furnish in proper form, the statistics from which to make a general report for the county. I trust, however, that I have been enabled to incorporate in my report such statistics as will give you a pretty correct idea of the operations of the school system in this county.

In addition to the figures submitted, permit me to say that I think the system is gaining favor with the people. It is true that there is on the part of some a strong opposition to the main features of the free school law, and there are others, no doubt, who seek its entire overthrow, yet in general the opposition manifested is less violent than at first, while the friends of the system are daily becoming more firm and earnest in its support. Doubtless some were at first over sanguine in their expectations of the immediate results of the system, and may therefore have felt some disappointment; but it must be remembered that the education of a people is not the work of a day, and when we further take into account the radical difference between the present system, and that which preceded it, as well as the extremely unfavorable condition of public affairs at the time of its introduction, it is indeed a matter of surprise that so much has been done.

As to the school law of the State, I have only to say that in the main a little more vigor in its management is all the change that is needed. A slight modification of some portions of it, however, would

be well, such, for instance, as would enable township boards of education to know the amount of the State apportionment before making their levy, and yet that the levy be in time to be extended on the assessor's books, or, at least, so that it may be collected in time to be available for the schools of the same year; but by all means let that indiscriminate change, which is seldom improvement, be avoided. Let us have a school law for the State, permanent in its main features. Then, and not until then, will it be properly and efficiently administered.

You are doubtless aware that fears are entertained that an attempt will be made in the approaching State Convention to abolish the free school system. I cannot think, however, that such an attempt if made, will be successful. It is certainly evident that such legislation would be extremely adverse to our best interests both as individuals and as a State; for who will deny that the one great and paramount need of West Virginia to-day is the education of her people? Let us then rather than detract from the system, do all that is possible to make it more efficient. If facts are needed in its vindication, I have only to refer to the three thousand children of this county who have made such fair progress in the acquisition of good primary education, a majority of whom would not and could not have done so had it not been for our public schools. It is clear that a system of public schools supported by a public fund is the only system that will reach the masses; hence he that is opposed to this, no matter what be his immediate motive, is practically opposed to the education of the masses.

TEACHERS AND SCHOOLS.—An error has no doubt been made in some cases by the employment of non-resident teachers of inferior qualifications in preference to our home teachers. Upon this subject I wish it to be understood that I do not object to, but strongly urge the employment of the very best talent that can be obtained in the way of teachers; but we should be sure of the superiority of stranger teachers before we employ them. For the good of the cause every encouragement should be given to our home teachers, as uniformly their services will be more efficient, for the reason that by the test of success they must stand or fall. The fruits of their labor continually stand as monuments, either to their praise or condemnation, while the other may be indifferent to the matter of success as he can at pleasure change the field of his labor.

The opinion prevails in some districts, that any one will do to teach "our school," simply because it is not well advanced. Now this is certainly a great mistake, and let me say to the people of such districts, that just so long as this course is pursued, just that long will *their schools* be behind. The fact that your schools are not well ad-

vanced is evidence that there is something wrong, and no doubt the great wrong has been the employment of incompetent teachers. Let me assure you that primary education is the most important of all education. Let first principles be correctly taught, and correct habits of thought and speech be established in youth, and the great danger is past.

As to your schools in general, let them be live schools while they continue. Better have a progressive school taught by a live and faithful teacher but for the minimum time allowed by the law, than twice that time under a dull and lifeless teacher. In school, never sacrifice the *character* of your schools to the *length* of school term.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

W P Dolbey.....	1½	A J Ammons.....	1½
D Wildman.....	1½	S Coyle.....	1½
C C Conway.....	4	E Shay.....	2
S R Smith.....	2½	M Sanders.....	1½
F R Morris.....	2	A Stager.....	1½
John Williams.....	1½	J D Sans.....	1½
C W Richards.....	1½	A F John.....	1½
J A Roher.....	1½	W B Barb.....	1½
S P Spitsnagle.....	2½	L C Beals.....	1½
M J Stewart.....	1½	W McRa.....	3
T E Gilmore.....	2½	S H Stevens.....	2
J L Stewart.....	2	E Mockler.....	2½
D E Hall.....	2½	J T Cartright.....	2
W B Miner.....	2½	A D Edwards.....	4
E Warman.....	1½	W H M Lemley.....	3
S O Everly.....	2	L Warman.....	2
J A Anderson.....	1	L Temple.....	1
J H Lyons.....	3	J B Sauttee.....	2
G B Hill.....	2½	H T Pugh.....	3
S C Baker.....	3	T S Shultz.....	2
O J Eckhart.....	3	J B McLure.....	2
Jas Farrel.....	2	S R Mercer.....	2
B S Morgan.....	1½	J Cunningham.....	2
James Cox.....	2	H P V Ross.....	2½
C L Birtcher.....	2½	John Johnston.....	1
A L Purinton.....	1½	S Ramsey.....	1
M Hale.....	2	M South.....	1½
R Protzman.....	3	E J Eddy.....	1½
W M Howell.....	1½	E Coleman.....	1½
C Warman.....	1½	D Rich.....	1½
J S Brookover.....	2	U Camp.....	1½

MONROE COUNTY—JOHN A. McMAN, *Supt*

After waiting a long time over the time allotted for the returns of the township officers, I find it impossible to make out a correct statistical report. I regret this very much, having instructed the officers to forward their reports to me in time, for me to make my report to you inside of the time prescribed by law. Ever since I came into office I have made it a point to urge upon the school officers of the county the importance of making and transmitting to you a full and complete report of the schools in the county, but without much success.

I reported last year from the knowledge I had of the condition of the school system. No serious changes have taken place since last year, except in regard to the very strong opposition to the free school system. That is yielding rapidly, and the free schools are becoming more popular with all classes. But one township has reported to me; that I cannot give you in proper form, for the want of a suitable blank.

Schools will be continued this year in some of the townships seven or eight months. I advertised a public examination to take place in Union, the county seat, to continue two days, but there were but few attended. I have examined in all fifty-two applicants; the most of whom are very well qualified to teach, and as far as I have been able to visit, the schools are being well taught and the pupils progressing well. I have distributed nearly all the blanks that came to my hand. The townships have all made the levy required by the school law.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

William Vawter.....	1	T B Parker.....	2
A H Harvey.....	2	B R Parker.....	2
J A Cassidy.....	1	Charles F Miller.....	2
J J Moran.....	1	James P Skaggs.....	1
Alonzo M Hutchinson.....	2	James Dunlap.....	2
C Lewis Larew.....	2	M S Rown.....	1
Peter Larew.....	1	Cyrus F Neel.....	1
Granville Houchins.....	1	Dr E W Peck.....	1
R C Christie.....	1	A A Piles.....	2
B F P Sweeney.....	1	J Z Ellis.....	2
Robert Miller.....	1	Jos N Parker.....	3
Newton B McDowell.....	3	P Campbell.....	2
John M Carden.....	1	J P Campbell.....	2
Rufus G Meador.....	1	G K Lathrop.....	1
John W Francis.....	1	Mary R Truslow.....	1
Edmond L Dunn.....	1	B H Parker.....	3
Paul N Elmore.....	2	Wm H Dawson.....	1
S A Harston.....	1	Wm Herbut.....	3
John H Cook.....	1	Jennie Wylie.....	3
John P Cook.....	1	Jo n F Cook.....	4
W R Cummings.....	1	John H Reaburn.....	1
James M Windle.....	2	Dr A G Alderson.....	1
H H Kesinger.....	2		

MORGAN COUNTY—WM. H. POTTER, *Supt.*

I herewith inclose my report for the year ending August 31, 1871. You will find many imperfections in it, owing to the township reports being deficient in many particulars. Indeed, I had almost despaired of condensing a report from such a heap of chaos, but finding no way to better the case, I transmit you the results, as I could decipher them from out of so many errors.

I visited all the schools last winter, and found the teachers generally industrious; but a few were still plodding the old weather-beaten path of old fogysim. Some of the teachers have attended Normal

schools, and their teaching has been attended with the best results, showing to the patrons and public generally, the necessity of teachers being educated in the craft of their profession.

The present system of trusteeism has proved itself an utter failure, in this county at least. In the first place there is considerable difficulty in employing a teacher. The trustees consider that they have to please everybody, and generally please no one, besides the difficulty the teacher has in getting his order on the treasurer. He generally has to spend about a day running from one trustee to another to get their names attached to his papers.

I would suggest that the Legislature abolish the office of trustee, and have one commissioner from each township, the duty of which would be to employ the teachers, grading their salary by the certificate, and the commissioners from the several townships to form a school board, the county superintendent being the president, and thus organized to assume all the duties that are devolved upon the present school boards.

One township, I regret to say, has monopolized their educational interests to such an extent as not to employ a teacher without he agrees perfectly with them in politics. I have sent them good teachers, but they utterly refused to employ them, on the ground that they were Yanks. If politics are to be the basis by which I am to grade the certificate of a teacher, then it is evident to every intelligent mind that schools must suffer.

The force of circumstances has compelled me to grant certificates to those whose qualifications were deficient, but in a few years this can be dispensed with as we will then have teachers more competent to instruct than we now have.

The townships of Allen, Bath, Sleepy Creek, Rock Gap and Cacapon, are making rapid progress towards perfecting the system. These townships appreciate free schools.

Your committee, to settle with the township treasurers, beg leave to report : "That we have settled with the treasurers of Allen, Bath and Sleepy Creek townships, and find nothing to justify the conclusion that there has been any malfeasance on the part of school officers since the schools have been organized."

"With malice towards none and charity for all," I would return thanks to those school officers who have labored with such untiring assiduity for the last two years, for the good of free schools, with no other pay than the frowns and scoffs of the aristocracy that so plentifully abounds in the mountains of West Virginia. I say, for the encouragement of all lovers of free schools, be not discouraged ; though

you reap no financial reward, remember, "thousands yet unborn will rise up and call you blessed."

TEACHERS AND GRADES OF THEIR CERTIFICATES.

R A Shockey.....	2½	James S Bechtol.....	1
David A Brady.....	2	J A Cooper.....	1
J D C McClellan.....	1	Noah Potter.....	3
A J Shaff.....	2	James D McClain.....	3
W H McCullough.....	1	Ella Whitford.....	2
R H Stotler.....	2	Geo Swintzel.....	3
Emanuel Johnson.....	2	Thomas M Stalling.....	3
R T Dawson.....	4	R W Gallion.....	3
Geo Buck.....	1	B E Shockey.....	3½
S T Shockey.....	4½	R H Speelman.....	3
A C Allamong.....	3	Lewis A Shockey.....	4½
Miss Sarah J. Whisner.....	3	Theodore C Siler.....	2
John Chesnut.....	2	John Q Hollar.....	4½
Joseph H Lohr.....	2	Fred Moulton.....	2
J C Hollinger.....	5½		

McDOWELL COUNTY—J. F. GILLESPIE, *Supt.*

I have the honor to transmit herewith my report of the condition and character of the schools of McDowell county, for the school year ending August 31, 1871, with such details as could be gathered from unrecorded as well as recorded statistics. The school system seems to be working better in this county at this time and seems to be likely to be more prosperous for the future ; though we labor under many disadvantages over which we have no control. We are situated upon the border of the State and have much opposition to the system of free schools. We have also a large and thinly settled county, and in such counties I notice the free school system has to labor under many disadvantages in the management of schools and the getting up of reports. We have labored under one in particular, viz.: not having commissioners or trustees willing to act, by reason of there being no pay to such officers. Such officers in nearly every case having resigned or not caring whether they acted or not, I therefore had to specially employ persons to get up the enumeration of the youths in the whole county; and also had much trouble to get up my present report. I have had to visit the different townships several times to get such a report as I have, and which in several particulars is defective, but it is the best that could be done under the circumstances.

Notwithstanding all disadvantages, I think the cause of popular education is evidently becoming more acceptable to the people of this county; the good effects of the free school system are plainly seen and acknowledged by some who once opposed it. Comfortable log school houses are now erected, and schools are being taught and the gospel

preached where the face of a school teacher was hardly ever seen and where the gospel was never preached.

This county had twelve schools which were kept in operation four months. I have no reports as to the average number attending part of these schools owing to the resignation of one of the secretaries. I visited all the schools and they were successfully taught.

Sandy river township reports an enumeration of 300 youth.

Big Creek township reports an enumeration of 296 youth.

Elkhorn township reports an enumeration of 200 youth.

The Board of Education of Sandy river township, with the assent of the voters thereof, have levied a tax of 50 cents upon the property of their township for school purposes.

Big Creek township has also levied 50 cents for school purposes.

Elkhorn township has levied 25 cents for school purposes.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

J W Holbrook.....	2	Rachel Harrison.....	2
G W Green.....	3	George Rider.....	2
John Collins.....	4	Ferril Evins.....	4
Joseph Short.....	5	James M Totter.....	3
H C Auvil.....	2	Wesley Reed.....	3
J D Payne.....	3	Thomas Blankenship.....	3
J J Gamble.....	1	A D Beaver.....	4
Frank Gamble.....	1	John Freeman.....	1
B P Myers.....	3		

NICHOLAS COUNTY—J. H. ROBINSON, *Supt.*

I am aware that under the law my annual report on the condition of the common schools in this county, is required to be made before this time. The cause of delay might be partly attributed to the blanks furnished by the General Superintendent of schools being so complicated and of such doubtful construction, that there is no uniformity in school officers making their reports. Indeed they often fail to approximate to anything like correctness. My report, compiled as it is from such reports, fails to arrive at that completeness, or reach that point of success that it is desirable it should, to insure an efficient and thorough working of the free school system. We cannot expect full and complete reports, statistically and financially, until the forms prescribed by the General Superintendent of free schools are so changed and simplified as to enable all school officers to perfectly understand them. In that event, school officers would scarcely fail to make and return such reports as would be reliable. I must confess my tardiness in making this report is partly due to my carelessness. I have not labored

ardently as it was in my power to do; but while I acknowledge this on my part, I am conclusively of opinion that there are several other school officers in the same dilemma. I feel that while I have not been as earnestly engaged as I might have been in my official capacity, that my labors have been attended with a degree of success, and that the school interests in this county have materially advanced in the past year, perhaps above that of any preceding year, since the organization of the school system in this county.

This county consists of six townships—Grant, Jefferson, Kentucky, Mumble-the-peg, Summersville and Wilderness.

JEFFERSON—This township has five school districts, in each of which there was a school in operation during the year, averaging a little over three months each. Youth enrolled, 276 whites and 2 blacks. Number studying each branch—orthography, 117; reading, 90; writing, 60; arithmetic, 26; geography, 7, and English grammar, 11. Number of school houses, 7, two of which are frame and five are log-houses; three built this year. Average salaries of teachers, thirty dollars per month. Total value of school property, \$1,772. Visits by county superintendent and other school officers, 13.

KENTUCKY.—In this township there are five school districts, in which six schools were taught last year, with an average of less than three months each. Youth enrolled, 306 whites and 4 blacks; of which number 106 attended school. Daily average attendance, 84. Number studying orthography, 96; reading, 68; writing, 48; arithmetic, 33; geography, 7; and English grammar, 4. There are five school houses built in this township, and one not yet completed. Total value of school property, \$915. Average monthly salaries of teachers, \$19.20. 12 visits by county superintendent and other officers.

MUMBLE-THE-PEG.—This township is divided into twelve school districts, in which eleven schools were taught during the past year, averaging nearly three months. Youth enrolled, 381 whites and 3 blacks; of that number, 258 attended school in the past year. Average daily attendance, 189. Number studying each branch of learning: orthography, 251; reading, 190; writing, 142; arithmetic, 68; geography, 6; and English grammar, 36. In this township, there are eight comfortable, hewn log school houses, one of which was built this year; the remaining four school houses are being built. Total value of school property, \$2,616. Visits by county superintendent and other school officers, 59. Average monthly salaries of teachers, \$22.24.

WILDERNESS.—This township has eight school districts, in seven of which schools were in operation in the past year. Youth enrolled, 335; out of which 223 attended school. Daily average attendance, 182. Number engaged in each branch of study: orthography, 194;

reading, 141; writing, 109; arithmetic, 53; geography, 13; and English grammar, 14. Average number of months taught, a little over three. Average monthly salaries of teachers, \$24.28. Six hewn log school houses, four of which were built this year. Visits by trustees and county superintendent, 27. Expenditures during the year for buildings, \$743.50. Value of School property not reported by the secretary of the board of education.

SUMMERSVILLE.—This township has three school districts, in which are three comfortable frame school houses, one situated near Summersville, the county seat. There were four schools taught in this township in the past year, averaging three and a half months each. Youth enrolled, 249 whites and 8 blacks. Number studying each branch: orthography, 118; reading, 94; writing, 71; arithmetic, 36; geography, 11; and English grammar, 22. The report from this township is very meager in statistics and finances, as my statistical and financial report shows. Average monthly salaries of teachers, \$30. Ten visits by county superintendent and other officers.

GRANT.—The secretary of the board of education of this township has failed to make and return a report of the school affairs of the township. I will therefore make a report from the best information obtained. This township has six school districts, in each of which there is a school house. There were six schools taught during the past year. Youth enrolled, 294.

GENERAL SUMMARY.—This county is divided into thirty-nine school districts, in which thirty-nine schools were taught during the last school year. There are thirty-five school houses in this county, eight of which are frame and twenty-seven log; and five houses being built, but not yet completed. Youth enrolled, 1,841 whites and 18 blacks. Number attending schools, only reported in the townships of Kentucky, Mumblethepeg and Wilderness, 587. Months taught, 101, (Grant township not reported). Number of youth studying each branch of learning: orthography, 776; reading, 583; writing, 420; arithmetic, 216; geography, 44; and English grammar, 87; (Grant not reported). Total value of school property, \$5,303; (Grant, Summersville and Wilderness townships not reported). 123 visits by county superintendent and other school officers during the past school year.

In visiting schools, I usually spent from three to five hours examining the scholars on each branch taught in the school. My manner of conducting examinations was to take up separately each branch of study, and interrogate the scholars engaged in the study of such branch, by asking them appropriate questions. I soon found that examinations conducted in this way were not only profitable to the scholars, but that the teachers were alive to their duty, not knowin

what time their school would be examined, each trying to excel others. There has been a decided improvement in the progress and management of schools in this county, in the school year just closed.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Norvell C Hendrick.....	2	Miss Virginia Marrs.....	4
Simeon T Davis.....	5	Isaac A. Dix.....	3
George Grose.....	2	John G Kesler.....	4
Bernard N McCutchen.....	4	James S Hill.....	4
Daniel A Peck.....	2	Frances M Odell.....	5
Alfred T Groves.....	2	Peter H Craig.....	5
Franklin Atwood.....	2	Walter Stanard.....	3
Stuart H Copenhaver.....	5	Isaac Hart.....	4
Joseph G Perrine.....	5	Thomas B Stephenson.....	4
C Renick Hanna.....	4	Col John Brown.....	3
John W Hughes.....	5	Frederick Kesler.....	5
David Evans.....	5	Sinnet T Williams.....	4
Thomas Brown.....	3	Hiram Thomas.....	4
Lanty W Herold.....	3	Henry McCutchen.....	3
Jesse Cox.....	5	Vanpelt Neil.....	3
Holly C Perkins.....	4		

OHIO COUNTY—JOHN C. FARIS, *Supt.*

Although the free school system may be a new thing in the greater part of our State, and of course will have to overcome the prejudice which exists in the minds of the people, against sustaining public schools by taxation, yet Ohio county has enjoyed the benefits of this system for more than a score of years. It has been in operation long enough for the people to see the benefits of it. As a former superintendent said, "A great many of those who now teach received their education in the free schools;" also a majority of those who sustain the schools by payment of tax, and those who now send their children to school, are those who received their education in free schools. There exists in the minds of our people very little, if any, opposition to the schools.

Yet they think the system might be simplified. They think we have too many school officers, that there is too much money expended before it reaches the school; but, as I understand some of our leading school men—and among them the General Superintendent of schools—expect to offer some suggestions of this character, we will leave the matter with them. There is one thing I would suggest. The owners of property are compelled by law, to sustain schools by a tax levied on their property; this they are willing to do, but they think there should, also, be a law compelling those who have children, to send them to school. Our schools cannot benefit those for whom they were designed, unless they avail themselves of this privilege. There are some in our county who pay little, or no tax; consequently they know

very little about schools, yet they have large families of children, none of whom, perhaps, has ever been in school. Two things are necessary to make our schools a success: money to sustain them, and that children shall attend. One is required by law; why should not the other.

TEACHERS.—Ohio county is now principally supplied with home teachers. Although some years ago these seemed below par, thus verifying that “a prophet is not without honor, save in his own country,” yet within the last few years, the people began to see they were working against their own interest, that they were not encouraging home industry and talent, that they were driving our teachers from the profession, or into other States, that there was not much permanency in imported teachers, while *some* were working for the good of the schools, and the advancement of education, others were working for the money; after they had “kept school” their term, and got the money, they cared no more about it. And further, it was drawing capital from our State. The teachers’ wages, which were collected in the State, and should have been expended in it, were carried into other States, thus enriching others from our coffers.

The majority of our teachers are ladies who in efficiency, skill and devotion to the cause are not a whit behind the male teachers. I am not sure but the best conducted and most interesting schools I found were those with female teachers. The antipathy which existed in the minds of the people to female teachers is fast disappearing. I believe in a few years our primary schools will be found almost exclusively in the hands of ladies. After they have shown their ability to compete with men in this vocation, I suppose their wages will be equal, as it seems it should be, when they do their work equally as well.

SCHOOLS AND SCHOOL HOUSES—Liberty township has nine school districts with eight good houses. We expect to build the ninth during the coming year. The length of the school term in this township was nearly eight months.

Triadelphia township has eleven districts, all of which are supplied with good school houses—two were built this year. Three of these are intended for graded schools. There is at present but one graded school in this township, at Triadelphia. Length of school term, five months.

Richland township has eight districts supplied with suitable houses. They built two this year.

There is but one school in each of the parts of Washington and Ritchie townships, which by the change of the corporate lines of the city of Wheeling were left in connection with the schools of this county. Each of these needs a new house. Fulton school-part of

Washington township is a graded school. Adam's school-part of Ritchie township is a primary school. These sub-townships were left without school officers. I appointed commissioners in each as per first chapter of school law to serve till there could be some provision made by the election of the same.

The Independent District of Leatherwood is still without a school house, consequently without a school. This is a small district with only twenty-nine children between six and twenty-one years of age, and conveniently situated for sending to other districts. A new school-house stands within $\frac{1}{4}$ mile of the village. No scholar would have to go more than $\frac{3}{4}$ of a mile to attend school in other districts. Unless there is something done soon towards providing a school, I would recommend the repealing of the bill by which it was constituted an independent school district.

VISITS—I have visited every school in the county, visiting those with young teachers as soon as possible after the beginning of the term and would then give advice, and make suggestions as I thought necessary. I usually spent half a day in the schools and tried to encourage both teacher and scholar in their work.

EXAMINATIONS—I held public examinations on the first Saturday of each month, and a special one on the twenty-second and twenty-third of August, to which all teachers were invited, but few attended. Would it not be well to reduce the fee for examination on public days, so as to act as a stimulus to teachers to be present? I gave applicants their choice between oral and written examinations. Eighty per cent of the questions were required to be answered in order to secure a No. 1 certificate. There were three who failed to get certificates.

In schools and school furniture our county should stand in the front rank. I heard a gentleman of long experience in teaching, and who is well acquainted with the apparatus necessary for schools, say that outside of the New England States, he knew of no county which would excel us. If our schools do not prove a success, the fault must be in the management and not in the arrangement for the same.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Felix H Pipes.....	2	Nannie Eagleson.....	1
John C Nesbit.....	1	Annie Weeks.....	2
Cord E Dunlap.....	3	Jas Mc Atkinson.....	1
Oliver Dunlap.....	3	Chas F Butler.....	2
Julia N Faris.....	3	Mary McCoy.....	2
Jennie Ralston.....	3	Christie McCoy.....	2
Rebecca Anderson.....	2	W H O Curtis.....	3
Mary B Steele.....	3	H E Wells.....	3
Bell S Warden.....	1	A H Amrine.....	1
Annie Burke.....	5	J T McGill.....	1
James M Faris.....	2	Brooks Hedges.....	2
Sarah J Whitham.....	1	John T Carter.....	2
Louisa Muth.....	2	Sallie M Giles.....	2
Mary E English.....	2	Jas Slater.....	1
John Hunt.....	1	Thos B McCord.....	2
John P Trussell.....	1	Jos Burrows.....	1
Bell A Roney.....	2	Sallie Armstrong.....	2
John Howard, Jr.....	2	Geo W Rhoades.....	1
Clarinda Hunt.....	3	Thos H Ferrel.....	2
Amanda W Maxwell.....	1	W C Smith.....	2
T A Hagerty.....	1	Tillie S Dunlap.....	2

PENDLETON COUNTY—H. W. ARBOGAST, *Supt.*

I have the honor to submit my fourth annual report of the condition of schools in Pendleton county. While the reports furnished me are not satisfactory, yet my own personal knowledge is that they were in a progressive state. Much opposition has been allayed and the system is becoming more and more popular.

All the school houses have been completed, and hence no building fund is required; this renders satisfaction, and with the increase of State fund, taxes are comparatively light. I regret to say that the class of teachers employed were not as efficient as we desire; this will be seen from the accompanying list. Out of 58 certificates granted, 28 were No. 4; 17, No. 5; 9, No. 3; 2 No. 2; 2 No. 1. I think there should not be any lower grade certificates granted than No. 3; this would insure better teachers and elevate the standard of the good teacher. Had we competent trustees, trustees competent to judge the qualifications of the teacher, this difficulty would be avoided. The operations of the school law seems to meet all the principal wants of the people, therefore we have no particular changes to recommend. People differ as to the practical operations of laws—therefore a law cannot be made to suit all classes. I would recommend a strict adherence and enforcement of the present law. This will give vitality to the system, enterprise to the people and a liberal education to every child in the State. The advancement that has already been made,

will soon demand a high school in this county. It is indispensably necessary, and I hope the question will be submitted at an early day. One fact I wish to present, and that is: Schools were taught in each district in the county, which manifests a true interest in education. The settlement by the committee with school officers has developed the true light of financial matter. In Union Township there was found remaining in the hands of the Treasurer \$1,695; in the other townships very little was found unappropriated.

In conclusion I will say that Institute work has done much to awaken an interest in the teachers as well as the parents. The district Institute held at Circleville by the worthy A. D. Williams did much toward enlightening the minds of both teachers and school officers. I hope we will be favored with another the coming year.

TEACHERS AND GRADES OF THEIR CERTIFICATES

Wm F McQuain	3	Job Eckard.....	3
R H Hoffman	4	Samuel M Woods	4
Campbell Masters.....	4	John Rondebush.....	2
Jas F Hively.....	4	Solomon K Nelson.....	5
Jonathan Hiser.....	4	H D Auvil.....	3
Martin Judy.....	4	Susan Flesher.....	4
John Dunkle.....	4	Wm M Hiner.....	3
Wm J Couger.....	5	Jennie S Hiner.....	4
Calvin G Kelston	5	Jas McQuain.....	5
Thos J Nort.....	5	Susan M Temple.....	4
Isaac W Dyer.....	5	Hannah C Jones.....	4
Henry Kiester.....	5	Jas W Johnson, Jr.....	5
John K Nelson.....	4	A B Funk.....	4
Thos O Jones.....	4	Geo M Vint.....	3
Benjamin Funk.....	1	Geo W Shirk.....	4
E A Lambert.....	5	Nicholas L Cook.....	5
Wm J Foltz.....	4	John Dahmer.....	3
M Couger.....	4	A Huffman.....	5
Samuel M Burkholder	4	Simeon H Mallow.....	4
Mary Kiester.....	5	Rev Geo W Rexroad	4
H A Nash.....	1	Jacob S Dolly.....	5
E A Cunningham.....	4	Jas A Blewitt.....	5
Henrietta Boggs	5	Reuben Vance.....	4
Jacob Harman.....	4	H A Cline.....	3
Sarah Temple.....	4	John W Armentrout.....	2
John Masters.....	3	Margaret A Newman.....	3
E A Samuels.....	3	John H Swope.....	5
Jesse H Couger.....	4	Mordcai Dove.....	4
Adison Todd.....	5	George W Wilson.....	4

PLEASANTS COUNTY—W. N. JONES, *Supt.*

Permit me to say that the statistics of the several townships have not been furnished with sufficient exactness to enable me to make a report for the county, both full and correct. To obtain correct statistics, as matters are at present, is the most difficult part of a county superintendent's work, and I fear that the day when there will be an *improvement* in this respect is somewhat distant, unless we have a

more stringent provision in the law. The present law requires trustees, aided by teachers, to make annual reports to the Boards of Education of the townships, yet teachers generally do not comply with this requirement, and as trustees fail to keep full and accurate records of school matters in their respective districts, they find themselves, when the time comes, without the necessary data and means from which to make reports. Consequently, our reports are deficient. The remedy, in my opinion, is to have the law suited to the case.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

J G Elliott.....	1	Mary D Crumbaker.....	1
Emiline M Jones.....	2	Mahala A Miller.....	3
Charles Knight.....	3	Richard Towzey.....	1
Henry Bohlen.....	3	Rachel W Rymer.....	3
George W Gracey.....	2	William Werninger.....	1
George W Harris.....	3	Rachel Varner.....	3
Cornelius E. Turner.....	3	Maggie Arnott.....	1
Lewis Haddox.....	1	Sophia J Wells.....	2
Daniel W Dye.....	1	Amster Beaver.....	2
William Masburge.....	3	William Rickey.....	2
Thomas W Marple.....	4	Charles Ruckman.....	2
Aaron Delong.....	1	James L Marland.....	2
A W Gorrell.....	1	William H Masters.....	4
S J Murry.....	3		

POCAHONTAS COUNTY—CORNELIUS STULLING, *Supt.*

I herewith send you my annual report. I believe it to be nearly correct. As the committee appointed to investigate the accounts, &c., of boards of education, treasurers, &c., have not completed their report, the amount of funds on hand can not be ascertained precisely. Having spent much time and examined the books and papers carefully, I hope this will be found nearly correct. There is a considerable amount unexpended, as shown by the report; part of this is not yet collected. The county treasurer, by the former Sheriff as his agent, holds between \$400.00 and \$500.00, due Union township. The board of education, by their township treasurer, brought suit against him in the circuit court, but the case is not decided yet. All the townships laid the levy required by law. The free school system is prospering in this county, and gaining favor with the people, nearly all admitting the necessity of a system of free schools. The office of trustee should be abolished, since trustees do but very little service, and that little is often badly done. Many trustees are incompetent and ignorant.

There was one colored school taught in Union township by a colored man. He taught four months, at \$20.00 per month.

No. attending school was, males 16, females 18, total 34.

Daily attendance, males 12, females 12, total 24.

Number studying orthography, 34.

Number reading, 18.

Number writing, 5.

Number studying Arithmetic, 3.

Number studying Geography, 2.

Number studying English Grammar, 1.

Cost of education per pupil, \$2.66.

I held two public examinations in the latter part of August. I hold a public examination on the last Saturday of each month.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

J A Buzard.....	3	D C Kinneson.....	4
Miss Rachel Curry.....	4	Geo Baxter.....	2
J B Moore.....	2	Miss Fannie C Lowry.....	3
B M Yeager.....	2	Miss S C Lowry.....	4
J E Duffield.....	3	J S Moore.....	3
James Morrison.....	3	R W Hill.....	4
Miss Honora Moore.....	1	J C McClure.....	3
M G Mathews.....	3	Miss J M Slaven.....	4
J W Taylor.....	2	J S Walker.....	2
Geo D McLaughlin.....	5	J S Ryans, (colored).....	5
A L McKeever.....	4	N S Duffield.....	3
Miss Henrietta Stulting.....	3	Miss Maggie Moore.....	1
J C Barnett.....	5	P L Curry.....	3
C A Joyce.....	2		

PRESTON COUNTY—THOS. FORTNEY, *Supt.*

It affords me the highest pleasure to be able, at the close of another school year, to present to the Department the educational status of Preston county.

The evidence of progress, though less manifest and dazzling than our eager desires lead us to wish for, are yet positive and cheering.

Our teachers, by their zeal and commendable devotion to the work of educating on more modern and comprehensive plans than heretofore, are as a class deserving of commendation; and to such of the fraternity engaged in the schools of our county, during the last few years, as are worthy of the appellation "faithful teacher," the present encouraging condition of our educational interests is largely due; and *we have a respectable number of such teachers, worthy and well qualified, who labor zealously for the moral as well as mental progress of*

their pupils, and whose schools, as every school should be, are controlled by reason, patience, friendship and love.

I spent nearly four months last winter in visiting schools; and for one to visit the one hundred and six school districts of Preston county at that season of the year, when her hills and valleys are clad in sleet and snow, and swept by chilling storms, requires labor and exposure which are anything but pleasant. But the opportunity thereby afforded me to ascertain the true condition of our schools, brings the proud satisfaction of knowing that the great work of educating the rising generation, of training the expanding mind of those youths who will soon constitute the citizens, the *bone* and *sinew* of our young and growing State, is advancing.

There seems to be an error prevalent in some sections of the country, and existing in the minds of school officers and even in some teachers, and may be found in high political stations, regarding the designs of education. We are often told that "if our children can read, write and cipher, no higher attainments in life are necessary; as we never expect them to be lawyers, teachers or preachers." This is taking a very narrow and erroneous view of the subject. It is true we do not expect all men to be statesmen or philosophers; but we hope to excite a feeling of respectability and a sense of character, by enlarging the capacities and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the moral atmosphere, and to turn the strong current of feeling and opinion against immorality and crime.

In view of the above, I have been careful to call the attention of teachers, to the nature of their responsibilities to God and to man; and to the importance of bestowing the utmost care on the proper direction of the youthful mind, in its first excursions in the physical and moral world; instruction not merely in reference to sounds and accent, and accurate pronunciation, &c., but also in relation to important facts, and the relation they sustain to the various orders of existence by which they are surrounded, so as to arrest and impress the young mind, and excite its energies and affections, in the pursuit of knowledge and virtue.

The ultimate design of all scholastic instruction ought undoubtedly to be, to convey to youthful minds substantial knowledge, and to lead them gradually into a view of the moral relations in which they stand to the Great Author of their existence, and to one another; to direct their affections, tempers and passions in such a channel as will tend to promote their own comfort and the harmony of general society and to prepare them for the noble employment of an immortal existence. And reli-

gion should never disdain association with the researches of science; for the investigations of philosophy into the economy of nature, from whatever motive they may be undertaken, are nothing else than an inquiry into the plans and operations of the Eternal Mind.

I have thus dwelt thus largely on this idea for the purpose of removing a dangerous error, and to call the attention of the boards of education into whose hands this report may come, to the importance of prompt and harmonious action on their part, as coadjutors to the cause of education.

SUGGESTIONS—First. I regard the trusteeship as a clog to the whole system of free schools, a mass of ill-adjusted machinery, requiring more force to move it effectively than to work the system successfully without it—a frequent cause of district bickerings and disputes. Again, the reports of secretaries are based principally on the reports of trustees, and so of the report to the department; and taking into consideration the fact, that trustees are usually negligent and careless in the discharge of duties, I venture the assertion that very nearly all the reports to superintendents are merely an approximation to facts. Instead of trustees, it may be necessary to increase the township board, so as to have one member in each district.

Second. It is a question with me, whether the present mode of electing county superintendents is the best to secure the most competent persons, and whether there ought not to be some more practical means of removing incompetent incumbents. It is possible that a district superintendency, having one thoroughly competent man for each judicial district, to devote all his energies to the work, might prove more efficient; but in no case whatever, should any man be eligible to that office, unless he procure a State professional certificate.

I cannot close this report without expressing my gratitude to the people of this county, for the uniform courtesy and kindness they have shown me in all my official and social relations with them; and the promptness with which they have seconded all my imperfect endeavors to advance their respective schools, and that cordial friendship which has been so freely extended to me, by teachers and pupils, will be ever cherished in grateful remembrance.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Aza Mathews.....	2	Zadock Harden.....	3
Peter Smith.....	2	John T Mitchell.....	3
Onas H Mefferty.....	2	Isaac A Jackson.....	3
B G Parker.....	2	Bruce W Rumbel.....	3
Wm Potter.....	1	M C Artis.....	4
Miss Annie Shahan.....	3	J E David.....	1
Milton Frankenberg.....	3	H B Fortney.....	2
Thos Bowel.....	3	J M Rogers.....	2
Thos Collins.....	3	J J Martin.....	4
T S Cunningham.....	2	George Griffin.....	3
John W Higgins.....	3	James H Porter.....	5
John Marvin.....	3	Milton R McMillan.....	3
Marshall S Jenkins.....	3	John W Albright.....	3
John B Scott.....	3	Virginia W Cross.....	1
Jas A Ridonon.....	2	Jacob Weimer.....	5
Isaac P Martin.....	3	Arthur M Shaffer.....	3
Anna Boyer.....	2	Joseph G Schoonover.....	4
Miss Kate Clark.....	2	D G Watson.....	2
Miss Mattie Foreman.....	3	Polk Cuppet.....	5
Miss Sarah J Eley.....	3	Chas A Eliason.....	3
Wm M O Dawson.....	3	Wm H Shahan.....	3
A E Bartlett.....	3	John T Michaels.....	2
S F Crane.....	3	William M Shaffer.....	3
Miss Kate T Mathews.....	3	Elisba Fortney.....	3
Miss Ruth R Crane.....	2	Fenton M Trippett.....	3
J B Chaffin.....	1	Martha Fauquar.....	2
Wm P Kenter.....	2	S. F Bennett.....	3
Marcellus Jeffers.....	2	J J Showalter.....	2
Philetus Lipscomb.....	1	A B Rohrbough.....	1
Hampton Werner.....	2	A B C Wilson.....	2
John H Cupp.....	1	L S Reppert.....	3
Ephraim J Fringer.....	2	A T Sippert.....	2
E B Pool.....	2	J C Shaeffer.....	1
W S Micael.....	3	M S Coleman.....	1
M M Jeffers.....	2	Katharine Prunkey.....	4
J N Baker.....	2	Page R McCrum.....	2
Wm L Walter.....	3	Benj H Eley.....	2
Sarah A Baker.....	2	Ezra W Zinn.....	3
M O Simpeon.....	2	Ashford B Zinn.....	4
Maggie C Gordan.....	3	M S Wilson.....	2
J B Cail.....	2	James D Eichelberger.....	2
Stephen Stansbury.....	2	James B Kelley.....	3
John Fortney.....	3	Harrison Savage.....	3
Miley C Clark.....	2	Wm F Kennedy.....	2
Lou E Holyfeld.....	2	T W Chidester.....	3 1/2
Zacharia Feather.....	3	Sophia K Savage.....	3
Asbury Bond.....	3	Amy C Gregg.....	3
Chas Best.....	2	Taylor Friend.....	2
J M G Fairfax.....	3	T F Landham.....	1
W J Richards.....	2	S F Showalter.....	2
James M Stewart.....	2	J H Feathers.....	1
W G Crow.....	2	G A Fearer.....	3
Wm H McGinnis.....	3	John W Shaeffer.....	3
E P McGinnis.....	1	Cyrene Albright.....	4
Robert McCracken.....	3	B F Conley.....	3
H C Blaney.....	2	A Deberg.....	3
J W R Solomon.....	3	A H Hill.....	1
W S Skinner.....	4	F T Robinson.....	4
Samuel Miller.....	4		

PUTNAM COUNTY—J. S. LININGER, *Supt.*

An incomplete statistical report was received from this county, but at too late a period to be compiled in the statistical tables. No general remarks from this county.

RALEIGH COUNTY—J. SPEED THOMPSON, *Supt.*

In compliance with section 24, chapter 45 of the code, I herewith transmit to you my annual report. It is a source of regret that the data furnished me by the subordinate school officers is so meager; but the sparseness of our population, and the rugged character of the country has rendered the present system inefficient and consequently unpopular with our people, which will serve in some degree as an apology for the lack of interest by the officers in making their statistical reports as full as they might otherwise have done.

We have to contend with one great difficulty in this section, which is the procuring of experienced teachers. I refer more particularly to the lack of knowledge in the art of teaching than the want of information; though I must say there is room for improvement in that branch also. The commissioners appointed to settle with the school officers have not yet completed their labors, though it is gratifying to know that but few defalcations have occurred, and where they have, it has been more the result of inexperience and neglect than criminal intention; most if not quite all have refunded when a deficiency has occurred in the settlement of their accounts.

I would suggest that the school law be so amended as to allow a small compensation to members of boards of education; as it is difficult to get persons to serve when so heavy a penalty is attached for a failure in the discharge of the duties of the office, and no compensation allowed.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Samuel M Scott.....	5	John M Garten.....	4
N M Lowery.....	2	Robert Ward.....	5
A J Williams.....	3	Harrison Cook.....	5
Jacob Pettery.....	4	John Lilly.....	3
John B Ellison.....	2	Lewis Meador.....	5
Samuel T Slusser.....	3	Jacob Webb.....	4
A L Richmon.....	5	Wm Prince, Sr.....	1
Tollison Shumate.....	1	Celestia Davis.....	3
W S Hanna.....	2	R F Underwood.....	5
Addison Hanna.....	3	Elam Scarbrough.....	4
James A Brammer.....	5	James H Redden.....	5
E D Thomason.....	3	Wm E Feazell.....	1
Ed H French.....	3	Joseph W Maynor.....	5
A W Ward.....	5	Robert M Cambell.....	4
Elijah Hunsley.....	5	Charles Lewis.....	5
Lewis Hunter.....	3	Miss Emma Jenkins.....	5
G W Cook.....	4	Claiborne A Curtis.....	3
John F Davis.....	3	E W Tyre.....	4
Alexander Watts.....	3	Fred Creigh.....	2
McDowell Warden.....	5	White Ryan.....	1
Wm R Williams.....	5	Owen S Riffe.....	2
John McVey.....	4		

RANDOLPH COUNTY—S. B. HART, *Sup't.*

I take pleasure in forwarding you my annual returns for the year 1871. Reports from boards were very imperfect and unsatisfactory, exhibiting, in every instance, lack of mental training, attention to and acquaintance with the business which they were elected to transact.

Forty schools were taught this year, averaging about a three and a half months' session each, at an aggregate cost of \$3,360, at an average cost of \$84, and at an average cost of \$2.72 per pupil. These are the most schools that were ever taught in this county in one year; the best, with the least cost per pupil. A few districts had more than exhausted their funds the ensuing year by six months' sessions, consequently, they had no schools this year. Bad policy.

The thanks of the Beverly school are tendered Dr. B. Sears, Staunton, Va., for enabling it to continue its session nearly ten months, through the benevolence of Mr. George Peabody.

The school houses erected are forty-four in number, eighteen are frame and twenty-six are log. They are substantial and comfortable buildings, and compare very favorably with our dwellings. Aggregate cost is \$11,619, and average cost is \$264.03.

Taking a retrospective view of the character and condition of our present school system and method of instruction in this county, I am favorably impressed with its workings, in progress and management, compared with the institutions of former days for similar purposes. There surely is an advancement, an onward march in the cause of education, in the rising generation as well as the aged and hoary headed of our land. My personal experience and observation is assurance of this great and important truth. It is also true, that in many rural districts, efficient officers cannot always be selected to carry into effect all the statutes in the premises; living, as they do, so far out of the literary world, and not having had an opportunity of familiarizing themselves with the arts and sciences that are necessary to establish good schools, and, at once, to become the participants in a new but well regulated system of education. In such districts, the system must be fostered principally by the material of which they are composed; as they cannot borrow, nor are they able to purchase, elsewhere. I contemplate it a subject matter worthy of much deliberation and discussion, whether any system can be successfully and profitably inaugurated in the sparsely inhabited sections of our country. In such portions, we have labored almost in vain to hand down to our successors and to succeeding generations what we would have our school system to be—one commendable for its utility, and worthy the most sacred

trust; however, time and space would fail me to recommend a suitable and equitable enactment of systematical organization to supplant natural obstacles and make provisions for the accommodation of all within their limits.

In more densely settled districts, where the system can be more judiciously managed, it is maturing very rapidly. Greater measures can be brought to bear that will facilitate the operations of both school and finance department; the work is more easy and agreeable, because there are so many more working. This consummates skill and energy in social relations in communities, and the spirit of enterprise in one soon prevails in many; thereby creating a lively brotherhood and sisterhood in all the neighborhood. Unless there can be mutual consent existing in the major part of the patrons of schools in the choice of teachers, there cannot be very satisfactory influence wielded in the special or general direction of schools. There must be united effort to warrant success in any public demonstration, where many are engaged, especially in schools. Our schools this year were generally conducted to the favorable recommendation of both teachers and pupils; and due appreciation and commendation have been reciprocated by parents and the public.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

W H Apperson.....	4	John H Pritt.....	4
Hattie Morgan.....	1	John A. Vance.....	4
Almeda Chenoweth.....	2	Cyrus Simmons.....	4
Sophronia Chapen.....	2	M H McGuffin.....	2
Thomas C Curtis.....	3	C C Ferguson.....	5
Phedora E Herron.....	5	John W Summerfield.....	4
Thomas Madden.....	3	Thomas W Wilmoth.....	4
George W Salisbury.....	4	M Chenoweth.....	1
Abba Stalnaker.....	3	Z Y Chenoweth.....	2
Jennie Crawford.....	4	George H Throop.....	1
H H Taylor.....	4	Rachel Hutton.....	2
Elijah Cooper.....	4	M Warmesley.....	3
N. Martiller.....	2	D B Curtis.....	1
C S Kelley.....	5	James Madden.....	2
Tolbert Ferguson.....	3	O H P Lewis.....	1
Jacob I Hill.....	1		

RITCHIE COUNTY—J. M. McKINNEY, *Sup't.*

I had hoped to be able ere this to present you a complete account of our schools for the year just closed, but must content myself with this brief sketch as the best I can do under the circumstances.

Seventy-six schools have been taught with an estimated average attendance of over thirty pupils each.

Clay township makes no report, the board of education excusing *itself with the fact* that its books and records are in the hands of the

committee appointed to examine and settle the accounts of various school officers. And the fact that the aforesaid committee re-adjusted the accounts kept by the various boards of education, and has not yet made its report, leaves them in ignorance of the true state of their finances and has to some extent hindered prompt and complete reports from them.

I purposed embracing a brief statement of the facts elicited in the examination made by the committee, but the receipt of your letter urging me to make my annual report at once, and requesting our clerk to furnish you a copy of the report of the committee, when completed, furnishes sufficient reason for omitting them.

Seventy-four certificates have been granted, of which four have been No. 1, twenty one No. 2, twenty-three No. 3, eighteen No. 4 and eight No. 5. Over ten per cent. of those applying for examination have been rejected. Public examinations were held once a month.

Seventy-two school houses are reported as completed. Murphy, Union and Clay townships have theirs all built. Grant township has recently increased the number of districts and will have a house to build in each new district. This township is erecting a fine two story house at Cairo and proposes having a graded school.

Of the seventy two houses, valued at twenty-five thousand eight hundred and fifty-four dollars, seventy-one are new, having been built since the inauguration of our present system of free schools and one, only one, was left us as a legacy from our former system, and a church owning an interest in it.

I visited forty-six schools and found them, in general, more efficient than those of any preceding year. Several years of rigid examination and grading have had the desired effect of ridding us of most if not all of our incompetent teachers.

Six have been appointed from this county to the State Normal School on State account.

One, Miss Julia A. Peirpoint, has graduated and is now teaching a most excellent school in this county.

Some things in the school law might be changed for the better, but changes have been so frequent in the past as to constitute the greatest obstacle in the way of the successful working of the system.

For a more minute account I must refer you to the very imperfect statistical report accompanying this, which, with the report furnished by the committee, I hope, will give you all the information relative to our schools that is available.

Invoking the guidance of a Divine Providence in our school affairs, and his blessing on our schools and school officers, I have the honor of submitting the foregoing report.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Lucy B Kercheval.....	2	S S Joseph.....	3
T W Ireland.....	3	Van Martin.....	2
G W B Fletcher.....	2	G W Harris.....	4
W B Hayden.....	3	G A Corbin.....	3
M W Morrison.....	5	A A Dougherty.....	2
Nannie P Hall.....	2	C T Lewis.....	3
Franklin Mason.....	4	D W Cox.....	2
Judson Phelps.....	5	Presley W Morris.....	1
Arthur B Smith.....	3	Mary Barnes.....	2
E F Randolph.....	2	T W Ford.....	2
Wm G Webb.....	5	Minnie L Comstock.....	2
D N Meredith.....	2	G F Cunningham.....	4
John E Law.....	3	Laura V Piles.....	4
D S Earson.....	5	W A Beall.....	4
James N Leggett.....	3	Wm C Dunlap.....	4
E Barkley.....	2	Abner Pepper.....	4
Hannah E Lowther.....	4	Wm E Hall.....	2
Fannie P McKinney.....	1	F A Orr.....	4
Sallie A Lowther.....	4	Hattie V Powell.....	3
J B Glover.....	4	John W Pritchard.....	4
S A Kayser.....	2	Anna Ward.....	2
Louisa Fredrick.....	5	M J Gantz.....	2
John S Barnes.....	4	J M Taylor.....	3
F A Ward.....	2	Geo H Gordon.....	1
A Woofter.....	3	Mary S Gordon.....	3
George W Fox.....	3	Ella Pew.....	3
E J Taylor.....	3	A F Pew.....	3
John W Troy.....	3	Riley Mason.....	5
A J Ayers.....	5	C Werningen.....	2
Sarah L Starr.....	4	J N Leggett.....	3
Julia A Peirpoint.....	1	Emma H Manning.....	3
Kate Peirpoint.....	3	J P Knight.....	3
C F Randolph.....	3	Lizzie Hamar.....	3
Jennie Sinnett.....	4	Nervie Hardin.....	3
G W Lowther.....	4	Ada Hamar.....	3
J S Jones.....	4	J H Dunlap.....	3
J P Frederick.....	5	G M Wigner.....	4

ROANE COUNTY—H. F. GIBSON, *Sup't.*

It is with reluctance that I forward a report incomplete, and in some respects inaccurate. I have used much care and diligence to perfect it, but from the reports of the Boards of Education received by me it is impossible to make a correct report of the schools of my county, statistically and financially. And this will continue to be the case until we have a better way of obtaining reports than the present one. The Boards of Education of my county have made their reports as perfect as they could under the circumstances; for they have nothing to make their reports from but the teachers, registers, and their record, as the trustees failed in almost every instance to make the report required of them by law. But notwithstanding this, I must say in justice to the Boards of Education the reports are much better than formerly. I must not be understood as intimating that our school officers have generally been negligent and unfaithful. The contrary is true. While some have not been careful to do as well as they might, and while others have unintentionally committed errors, the great ma-

jority have been faithful and earnest workers, laboring to carry out the spirit and intent of the law, doing a great deal of hard work, and submitting to a great deal of annoyance on the part of persons contentious, and hard to please; yet by this I must not be understood to say that the free school system is not generally held in high esteem by our people, for I do not believe that we have a county in the State in which the people more generally favor the system than my county.

TEACHERS.—We have been gaining considerably in the way of teachers, and they are realizing the necessity of a more thorough preparation for their calling, and each examination gives evidence that they are making commendable progress.

My county showed an enrollment for the year 1870 of 2,810 youths, of this number the daily attendance during the time schools were taught was 1607, which shows in what esteem the system is held by our people, considering the sparsely settled condition of the county, and the distance a number of them have to go to school, and that during the most inclement season of the year. This county has 64 school houses, 51 of which are log houses, and 13 frame, and are generally pretty good houses, a number of which are very well furnished. The aggregate cost of houses, furniture and lands, estimated by the reports before me is sixteen thousand two hundred and seventy-one dollars, (\$16,271.00,) of which Spencer township has 15 school districts, with 14 houses, one yet to build; eleven of the houses are built of hewn logs, and three frame, all quite comfortable and well furnished. This township shows an enumeration of 525 youth, with a daily average attendance of 340. They had during the past winter 14 schools in operation, taught generally by very competent teachers, and with truly gratifying results, except in one or two instances. The tax levied by the board of this township is 35 cents on the hundred dollars, and yet the report before me shows an amount here expended of (\$217.95) two hundred and seventeen dollars and ninety-five cents, which shows the township to be financially in a very good condition.

WALTON TOWNSHIP.—This township has 10 school houses, built of hewn logs, moderately well furnished, and comfortable; shows an enumeration of 479 youths, with a daily average attendance of 316. This township is out of debt, and had 10 schools in operation during the past winter, with marked success.

SMITHFIELD TOWNSHIP.—This township has 10 school districts, with 10 school houses, 9 of which are built of hewn logs, and 1 frame, all comfortable houses, and generally well furnished. This township shows an enumeration of 451 youths, with a daily average attendance of 240, had eight schools in operation during the past winter with a general progress in education, one of which was taught by a gentle-

man of high attainments, and an excellent teacher. He is now conducting a school in Walton township.

GEARY TOWNSHIP.—This township has 9 school districts, with 7 hewn log houses, 2 yet to build, they are tolerably well furnished. This township shows an enumeration of 401 youths, with a daily average attendance of 161, which is less than any township in the county, and is attributable to the sparsely settled condition of the territory, and not to the interest the people take in education. This township had in operation during the past winter nine schools, with highly gratifying results; several of these schools were taught by competent teachers. The financial condition of this township is in a very good condition.

HARPER TOWNSHIP.—This township has (8) eight very good hewn log houses, comfortable, and well furnished. This township shows an enumeration of 365 youths, with a daily average attendance of 164. They had (8) eight schools in operation during the past winter, some of which were taught by very competent teachers, with very good success. This township is, financially, in a good condition.

CURTIS TOWNSHIP.—This township has 5 school houses, 4 log and 1 frame, very well furnished. This township shows an enumeration of 261 youths, with a daily average attendance of 105. This township has 5 school districts in which they had 4 schools in operation during the past winter, with very good results. This township is also financially in a very good condition.

REEDY TOWNSHIP.—This township has 10 school districts, and 10 school houses, 8 of which are frame and 2 hewn logs, all comfortable and well furnished, and built at an aggregate cost of \$3,859. This township shows an enumeration of 411 youths, with a daily average attendance of 281. This township had 10 schools in operation during the past winter, generally with very gratifying results, and I do not believe there is a township in the county where the people take more interest in educating their children, than Reedy township. Financially this township is also in a very good condition.

I am happy to be able to report general progress in this county in all the workings of the free school system. It is becoming more and more popular and efficient—our young State has made one of those great steps that are made once in an age, and there can be no retrogression. We have put our hand to the plow, and intend not to turn back—for the moral effect of the working of our school system is perceptible in every branch of society, for there the rich and poor meet together, and there the good controls the bad, and will continue to do so as long as the light of knowledge can be generally diffused, which we believe can only be done by some good system of free schools.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

J G Fugate.....	3	G W Baker.....	3
Lewis Young.....	1	H G P Suttle.....	1
E R Young.....	2	H P Holbert.....	1
M J Lowe.....	4	W L D McKinney.....	3
D S Gandee.....	3	John Goad.....	3
John Bolinger.....	2	H Whitham.....	3
Jasper Young.....	2	J A Cookman.....	5
Wm H H Halswade.....	1	G T Cummings.....	4
F M Ferrell.....	1	V Tibbels.....	3
E V Bent.....	3	G W Bowman.....	5
Charles Preston.....	1	W H Epling.....	3
T A Trippet.....	3	S Greenleaf.....	4
D K Young.....	3	J Chenoweth.....	4
Henry Hammock.....	4	C W Young.....	2
Miss E B Depue.....	2	B S Young.....	3
Peter Vineyard.....	2	J Jarvis.....	5
J F Michaels.....	1	W S Hall.....	3
Madison Hively.....	4	H M Looney.....	3
Daniel Skidmore.....	3	E C Smith.....	3
Miss C Daniels.....	4	C A Drodgy.....	2
G G Springston.....	3	T Dewitt.....	3
J A Wright.....	2	W C Campbell.....	1
C A Snodgrass.....	3	J M Ray.....	4
M F Armstrong.....	4	C Howell.....	2
T J Thorn.....	1	Jas Ohare.....	2
A M Campbell.....	1	Mrs. B Riddle.....	3
H T Hughs.....	1	J D Ryer.....	1
C A Crislip.....	2	Miss E J McMillan.....	3
D Hammock.....	3	B L Duff.....	2
J N Roby.....	3	W T Smith.....	4

SUMMERS COUNTY—JNO. H. PACK, *Sup't.*

The infant county of the young State of West Virginia, sends you greeting, but not in the shape of an elaborate statistical and financial report, and the reason for not so doing is very obvious. Cut off from her mother counties in the middle of the school year (but after all the schools had closed) Summers county was urshured into existence, minus schools or school officers, and with an empty treasury. I assumed the duties of county superintendent in May 1871, at which time I found every thing relating to public schools in a woful state of confusion and neglect.

I have organized boards of education in all of the townships, and have succeeded in getting things in a working order. The townships have all made the levies required by law.

I have distributed all the copies of the school law and the blanks which you sent me, to the various school officers in the county.

I have examined thirty-seven teachers who propose teaching this winter—in fact most of them have already commenced. Some of them passed very good examinations, others not so well.

Judging the future by the past, I can be safe in saying, that our schools this winter will prove a great deal better than their predecessors. Heretofore the school system as conducted in this section, has

instead of being a blessing, been a drag. It is true, the people have all been heavily taxed to support—not the free schools, but a host of office-holders.

It is sincerely to be hoped that from this time onward we will have better teachers and longer schools; and I trust that ere long the little boys and girls of Summers will not have to study Webster's Spelling Book alone until they can commence at "baker," and repeat the whole book "by heart," as they have heretofore done, owing to having illiterate teachers who could advance them no farther.

I think the schools should be continued longer than four months; there should be a summer session equally as long as the winter session for little fellows, taught by ladies.

Most of the large boys in this county have to work during the spring and summer, and when the schools begin (which is rarely ever before the 1st November), they are all ready; and the consequence is the small boys and girls are often neglected on account of the schools being too crowded.

I shall visit all the schools in the county this winter, and shall be able, I hope, to send you an early report next year.

TAYLOR COUNTY—J. L. VINCENTS—*Sup't.*

Public schools are progressive in this county. Several townships have finished paying for their school houses. In these of the bug-bear taxation nothing now remains but the bug.

Others are still largely in debt, and in such there is some dissatisfaction, not with our schools but with their management. It is thought that there have been official failures, and in some instances, frauds. These latter, however, will probably be exposed by the county committee before it completes its work, if they exist. But in order to prevent impositions and to keep the public mind at ease, I would recommend that each board of education be required, annually, to have printed, in the newspaper having the largest circulation in its county, an itemized financial exhibit of all school funds handled, setting forth amount of receipts, and their source, and amount of expenditures and for what purposes expended; or, if this is thought inexpedient, an *annual settlement* with some constituted county agency might answer

the same purpose. Either, or both, would be attended with good results.

Reports, from teachers up to superintendents, need simplification. I am still of the opinion that county superintendents should be required to employ all their time in the supervision of schools during the season in which they are generally opened, and for their services they should be paid stipulated salaries. This would render the office more a matter of fact, as under the present arrangement it is merely nominal. The fee, two dollars, required of teachers should be lessened and the proceeds from this source should be used in the support of Teachers' Institutes to be held in county annually.

Teachers' certificates should show on their face the bearer's acquaintance with each branch. This would enable trustees more intelligibly to select teachers suited for their respective districts.

Having thus hinted at a few changes which observation has taught me to believe would be improvements in our school economy, I would respectfully submit this my annual report, which, though imperfect, it is hoped will not be unpardonable.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Miss C B See.....	3	Mrs M J Grow.....	3
Miss Mary C Stone.....	2	William J McCollister.....	1
Hamilton Cutes.....	2	W N Hudson.....	1
Benj F Burdett.....	2	George N Hudson.....	1
John C Watkins.....	2	Miss A A Coplin.....	2
J A Denham.....	2	J A H Wilson.....	2
O D Myers.....	1	Richard Wood.....	2
Sister Ligwori, (Catholic,).....	1	William Wood.....	1
Miss Sullivan.....	2	A F Lawson.....	2
J L Glenn.....	2	George F Powell.....	2 1/2
Thomas G Martin.....	1	Perry Gawthrop.....	1
James H Robinson.....	4	Eldon Davidson.....	1
Israel M Steel.....	2	Solomon Poe.....	3
J N Lloyd.....	1	Martin E Lawson.....	2 1/2
F P Adams.....	3	S R Powell.....	1
George E Daft.....	2	Fleming Howell.....	1
F B Blue.....	1	M W Richardson.....	2
Frank Carpenter.....	1	Prof Wm Colegrove.....	1
Miss Rose Caslee.....	2	Miss Delea A Sinsel.....	1
Professor J B Solomon.....	1	T W Nightmire.....	3
Miss Lorendie Hertzog.....	2	Sebastian Nixon.....	2
James P Murphy.....	2	John Whitescarver.....	2
David P Coplin.....	1	Professor Dent.....	1
J L Talbot.....	1	E G Jeffreys.....	1 1/2
J F Ross.....	1	John W Bailey.....	1
Vespasian Cather.....	4	Benjamin Bailey.....	1
J F Ecchelberger.....	1	Miss Mollie Creel.....	2

TUCKER COUNTY—JOSEPH PARSONS, *Sup't.*

I herewith transmit the annual statistical and financial report of schools in Tucker county. I have spent a great deal of time in procuring the items that I have reported. It appears, since the boards receive no compensation for their services, that they feel a disposition

to render as little service as possible. The schools in this county for the past year have shown a more lively appearance than at any previous year, and have been more judiciously managed by the boards of education, when taking into consideration the scarcity of school funds which we are compelled to labor under. This is quite an impediment in the working of the free school system in this county. In some localities in our county, the system results in the best of consequences, while in other localities, that are so sparsely settled, it does not manifest much interest. How this can be fully rectified, in order to prove a like benefit to all precincts, is a question that I will not attempt to answer. In order to grant schools for the accommodation of all in the county, we would find that some would be represented with not more than ten or fifteen youth. Such schools would incur as much expense as schools of forty or fifty youth. Consequently, more than double the amount authorized by law to be levied for school purposes on the taxable property, would not meet the demand.

We have quite a number of hearty supporters of the free school system, but the greater number of them are not of the right stamp. We want such men as will manifest their support to the system by contributing something to make the system more efficient.

The disposition shown by some of the people against laying of the levies, as required by law, has quietly disappeared.

All the townships have laid their levies and I hear of no opposition.

SAINT GEORGE TOWNSHIP.—There were seven schools taught. All the schools were well attended, and there was a disposition shown upon the part of the teachers to make themselves worthy of their hire, and with a few exceptions, their efforts were not in vain.

HANNAHVILLE TOWNSHIP.—There was but one school taught. This township covers a large extent of country, and is thinly settled. For the accommodation of their youth it requires several schools, this being the case, they have failed in their school funds to some extent; for the coming year they will be able to keep their regular number of schools in operation at least four months.

BLACKFORK TOWNSHIP.—There were six schools taught. My visits to this township revealed to me that the officers of this township were more active, and alive to the interests of the rising generation than the remaining portion of the county. Under the many embarrassments, that appear to be so prevalent to the system, certainly the rising generation will owe a debt of gratitude to the board of education of this township for their energetic and never tiring labor.

I hope the day is not far distant, when free schools will become a favorite of West Virginia, and to the cause every man will rally.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Sarah Maxwell.....	2	Soloman Boner.....	3
Thos Wilson.....	4	J A Michael.....	3
Jas Long.....	5	J M Jeffreys.....	3
Mollie C Stone.....	3	J W Bright.....	4
A B Parsons.....	2	D L Domire.....	2
C Wolford.....	5	J Parsons.....	2
J G Flannagan.....	4	James Parsons.....	3

TYLER COUNTY—J. E. BOYERS, *Sup't.*

I herewith transmit to you my annual statistical and financial report for the year ending August 31st, 1871. As you will see, it is not entirely complete. Many of the reports furnished me by school officers are so meagre and imperfect, that it is impossible for me to make as full a report as I would like to do. Notwithstanding many difficulties we have yet to contend with, I am glad to say, that our school system is progressing well in Tyler county; and much good has been accomplished. Our free school system, although having many defects, is working well, and is becoming a fixed institution in the minds and hearts of our people. Officers, teachers and parents are steadily gaining in interest. The levies for school purposes have all been properly made, and all the schools will be in operation the coming winter season. A County Teachers' Association has been organized, and meets quarterly at different places in the county. These associations have already enlisted an interest that will work and tell for years to come. The teachers are in earnest, and the parents and friends come out *en masse* to help them,—often filling the rooms to overflowing.

Our teachers are beginning to grade high,—but few less than No. 3. The main cause is, our schools are improving, and a teacher that does not merit a No. 3 is not needed in them,—none less need apply. I think the time for an “indifferent” teacher (No. 5,) or “below medium” (No. 4,) has gone by; and may it stay gone.

I earnestly hope that the Legislature will look after our school law cautiously and carefully. It is now good, but has very many defects in it, which ought to be speedily corrected. It requires too many officers, it has too much machinery, and is too expensive. Let it be encouraged and upheld by the Legislature; let it be made more efficient and economical.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

G N Alexander.....	1	Ellen Laird.....	2
A M Attleberger.....	2	L B Maxwell.....	3
M S Allen.....	3	B F Montgomery.....	2
Sarah Anderson.....	4	J McGhee.....	2
F C Bucher.....	3	D Martin.....	3
C Berkly.....	1	W R Morris.....	3
A O Britton.....	2	P E Marsh.....	1
A S Britton.....	3	W McCormick.....	3
William W Bowser.....	2	J L McLain.....	3
G C Brohard.....	3	J N McEntire.....	4
A Bosworth.....	2	J N Martin.....	2
J G Boyd.....	2	L C McWilliams.....	3
C C Bowser.....	3	J W Niles.....	2
C J Bell.....	2	G W Patton.....	1
G W Carpenter.....	3	J S Peirpoint.....	2
E B Conaway.....	1	T J Portch.....	1
Emma J Davis.....	2	J L Pritchard.....	3
Wesley Davis.....	3	Belle J Robinson.....	2
F F Edwards.....	3	John Rusk.....	3
C W Edwards.....	3	John Roberts.....	3
A M Edgell.....	3	E W Riggs.....	2
A N Fordyce.....	3	M E Smith.....	3
I A Fox.....	4	Jacob Smith.....	3
H S Graham.....	4	A L Smith.....	2
J A Garrett.....	2	W H Stackhouse.....	3
Moses Gerrell.....	3	J T Stewart.....	2
Henry Givens.....	2	James Stealey.....	1
S S Grimes.....	2	T W Tra y.....	4
N P Hall.....	1	E Mc Tracy.....	4
C B Henthorn.....	2	M L Vansant.....	2
O W O Hardman.....	2	E J Wells.....	2
C Hanes.....	3	E S Wishard.....	1
J T Hickman.....	1	George Wade.....	2
J T Hugus.....	3	A J Wade.....	3
Samuel Hains.....	2	J C Warner.....	1
J J Jones.....	2	A B Willison.....	1
T C Johnson.....	1	D R Willison.....	3
S Loveall.....	2	L W Willison.....	3
Lemon Mary.....	1	W S Watkins.....	2
H G Lawson.....	2		

UPSHUR COUNTY—J. LOOMIS GOULD, *Sup't.*

With shame I send this miserable fragment of a report at this very late period, but circumstances beyond my control make this, my fifth, my latest and most incomplete report.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

J D Adkinson.....	4	Z Lanham.....	4
Hattie Buntin.....	1	Mollie McAvoy.....	4
Arthur Brown.....	2	L L McAvoy.....	2
Rene Buntin.....	2	ou Morgan.....	2
Lucy M Bartlett.....	3	L B Malone.....	4
Myra A Brooks.....	1	J W R Mathews.....	3
R D Beer.....	3	W M Mick.....	2
S K Beer.....	2	O S Moore.....	1
O W Bunner.....	3	Henry Neff.....	2
H D Clark.....	1	D K Potts.....	2
M A Clark.....	1	D W Rolph.....	2
A W Curry.....	3	T F Romnie.....	2
J S W Dean.....	2	C G Rapp.....	2
J W Duncan.....	5	J C Rexroad.....	5
E M Gibson.....	4	J S Reger.....	2
M E Gould.....	2	S A M Rohrbough.....	3
A E Gould.....	3	L A Reger.....	2
R E Gould.....	1	W W Richardson.....	5
C D Gould.....	4	G W Shipman.....	4
H V S Groesbeck.....	1	M Jennie Totten.....	2
M J M Hooker.....	2	J W W Waugh.....	3
J F Hodges.....	1	G D Westfall.....	3
George W Jackson.....	3	O L Young.....	3
William L Kee.....	2	A A Young.....	3
J Lewis.....	2	W M L Young.....	3
L W London.....	2	L E Young.....	1
J M London.....	2	S Hall Young.....	1
G R Latham.....	4	John B Kelly.....	5
W B Litch.....	2		

WAYNE COUNTY—CHARLES B. WEBB, *Sup't.*

I herewith send you the statistical and financial details of the school affairs of the county of Wayne, for the year ending Sept. 1, 1871.

I have the pleasure of reporting that the schools in our county have progressed finely for the past year. Nearly every district in the county has had a full term of four months; the boards of education in every township, except one, are in good circumstances, financially, and by another year will be out of debt for buildings and furniture. The character of the schools has improved decidedly—a result of teachers giving more attention to the theory and practice of teaching, and more fully appreciating the importance and dignity of that profession. They have also acquired more independence as teachers, and are less influenced by popular prejudice and gossip than formerly. Trustees have become better acquainted with the law, and now perform their duties more to the advantage of the public schools. Teachers, with few exceptions, get their pay promptly, and the future interests of education generally in Wayne, are very promising.

Three of the townships have in the past year furnished their school houses with good seats and desks; a great improvement over slab benches, and fence rails for seats. We are still building log school houses in the back townships, where houses are needed, because it is very difficult, and too expensive, to build frame ones. We have just had completed a handsome two-story frame school house in Ceredo, at a cost of \$1,600. By the time this reaches you, we shall have a graded school in operation. School houses now cost much less in our county than formerly, and a few hundred dollars—less than a thousand, probably—will complete the number necessary for schools in every district.

I find the unpaid labor in the office of county superintendent much greater than I expected, although I had before had had some experience in the place. Of course it is necessary for the superintendent to do a great deal of work for which he gets no pay, if he does his duty; but if the schools now under my supervision improve in the future as they have in the past two years, the labor has been well bestowed and will never be grudged.

I cannot say too much in praise of the good influence exercised among our schools by teachers who have had the benefit of Normal school training. Our State institution in Cabell county is of immense benefit to the cause of education in the midst of us, and should not in any manner be overlooked or neglected. Liberal endowment and judicious encouragement in every way will add to its work, increas-

its power and widen its influence for good. It is the people's college and should be carefully guarded and strictly protected against any tendency to make a political machine of it for the benefit of partisans. It is now doing a great deal of good in aid of the free schools of the State, and will continue its useful work if well cared for. A little bad management will destroy its usefulness. I am impelled to make these remarks by a practical knowledge of the influence of the State Normal School through the well trained teachers it sends out, and a fear that it *might* be used by politicians. Let us take care of it.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Goodwin Preston.....	3	N W Prince.....	5
Thos Gillispie (colored).....	5	Elizabeth Elkin.....	2
Winchester Adkins.....	4	America Mansfield (Normal student).....	1
Selona Holt (Normal student).....	1	Columbia Mansfield (Normal student).....	2
James A Frasher.....	4	Barbara Ferguson (Normal student).....	2½
J P P Lester.....	3	Emma L Howard.....	2
A E Kendrick.....	2	John Napier.....	2
Chas Shattuck.....	2	Samuel Ratliff.....	3
Walter Osburn.....	3	Naman Morrison.....	5
Michael Stump.....	3	Jerry Dimond.....	4
J Wesley Mericks.....	3	S J Ferguson.....	4
Mary Lewis (Normal student).....	1	J hn Romans.....	1
John G Rigg.....	5	Thos J Cowan.....	2
John M Jackson.....	5	Elizabeth Henschly (Normal student).....	2
Henderson Davis.....	2	H S Adkins.....	3
Fanny Hollenback.....	2	J Miller.....	4
James T Harley.....	3	Alex M'Quie.....	1
D S Hender (Normal student).....	2	S H Bancroft (Normal student).....	1
William M Workmen (Normal student).....	2	James McConnell (Normal student).....	2
Wm Buckelhamer.....	2	George R Burgess (Normal student).....	2
John Hodges.....	5	Fletcher Fraley.....	3
Burwell Newman.....	1	Winchester Adkins.....	3
Victoria Partlow.....	3	Moses D Jarrell.....	4
C E Hally.....	2	Mary M Johnson (Normal student).....	2
Stephen Staley.....	4	John M Blair.....	2
Robert Coburn.....	1	Joseph M Burke (Normal teacher).....	1
Mary Tyler.....	2	Hugh W Sunsom.....	3
Alexander Artrip.....	5	Isabel Dallison.....	3

WEBSTER COUNTY—JAMES DYER, *Sup't.*

My report has been delayed principally through the carelessness and incompetency of the trustees and school commissioners to report to me. Even at this late date I have to report from what I have in my office. My health was such that I could not travel to collect material from the several boards. I am aware that this report is imperfect and falls far short of what I expected.

In visiting last winter I found them generally progressing well, some of them, indeed, better than I expected to find them. I visited all the schools in the county twice and some of them three times. My experience has led me to the conclusion that there are too many officers. One efficient officer would do more for the cause than all the trustees

and commissioners in this county combined. My opinion is to have fewer officers and allow them a reasonable compensation.

We had nine schools in operation in this county last winter. Fork Lick had five schools; Glade township two; Holly two.

Fork Lick township will have comfortable school houses ere long. She has laid a levy of forty cents on the one hundred dollars for building purposes and ten cents for schools. Glade township levied fifteen cents for building purposes and ten cents for schools. Holly township ten cents for schools.

In conclusion I will state that my successor will give new life to the cause and attend to matters more fully than I could do on account of my health.

I wish you every success in your patriotic efforts to advance education in the State.

TEACHERS AND GRADES ON THEIR CERTIFICATES.

Adam W Miller.....	4	Jno B McCourts.....	4
S P Shindell.....	3	James Wilson.....	3
Wm P Morton.....	3	Parthena Belknap.....	5
James M Miller.....	5	Chas W Benedun.....	2

WETZEL COUNTY—WM. A. NEWMAN, *Sup't.*

I herewith enclose my annual report for the scholastic year ending September 30, 1871, in which you will see what progress has been made in free schools, in this county, during the last year. There were sixty-one schools taught which were attended by two thousand six hundred and seventy-seven pupils; the majority of whom were prompt and attentive, and progressed fast with their studies. The teachers, with the exception of three or four, were attentive, and gave satisfaction. Those who were delinquent in their duty are not teaching in this county this year. The different boards of education were active in the discharge of their duties, and did all that they could do to promote the cause of education. There were nine good school houses built in this county last year, and there are two more under contract, which will be finished this year. The majority of our teachers are from other States, and I hope that we will soon be able to furnish our own teachers; and I have advised the young ladies and gentlemen of the county to take the advantage of our normal schools, and I gave eight appointments, five of which went to Fairmont, two to West Liberty, and one to Marshall College, all of which are teaching school this winter, but one. They will all return to school in the spring

Our citizens are aware of the necessity of educating our youth, and when we remember that the future destiny of our country is soon to be in their hands, and controlled by them, no means should be spared to promote the cause of education. Educate the future citizens of our country, and its destiny is safe. A people who read and think for themselves will perpetuate our government, and not suffer it to degenerate—while upon the other hand, let them grow up in ignorance, and they become the dupes of designing men, and the tools of demagogues. Surrounded as we are by States whose statesmen have made the education of their citizens an object of legislation, it becomes our duty to prepare the rising generation to reap the benefits of the advantages which nature has so bountifully lavished upon our State; and I hope that free education will not be retarded, and that our citizens will rank with the citizens of our sister States in education, and our institutions of learning be surpassed by none.

Together with the commissioners appointed I proceeded to investigate the accounts of the different school officers of the county, and found that the records have been badly kept, and the proceedings of the commissioners have been filed with the clerk of the circuit court, and all who failed to pay up their arrears will be proceeded against in said court. I am glad to state that nearly all of them have promptly paid over to the sheriff what funds were found in their hands.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

John M Higgins.....	2	Miss Emma Ingram.....	3
Silveston Schooldraft.....	1	Wm Haskins.....	3
W W Chine.....	3	Levi Tucker.....	2
Mauris Cressie.....	2	H K Causgay.....	3
S Null.....	4	J D Snodgrass.....	3
S T Strosmar.....	3	Joseph Tegarden.....	4
Alex S Brownfield.....	2	Miss M A Moore.....	1
Miss M E Glover.....	2	Marion Moore.....	2
James E Morris.....	2	Miss L Moore.....	2
Moses Morris.....	2	G B Higgins.....	1
Stephen Franks.....	2	Miss E L Davisson.....	3
S West.....	3	Wm O Dolon.....	1
W C Anderson.....	3	James McEntire.....	2
M Taylor.....	2	George McEntire.....	4
Owen Taylor.....	2	David McEntire.....	3
Miss M Pettet.....	2	Samuel Guthrie.....	4
B Roach.....	3	R Higgenbottom.....	2
Wm M Hall.....	2	Patrick Lavell.....	1
A J Mooney.....	1	O Calvert.....	3
Ed Delaney.....	3	Miss A Biggs.....	1
B A Ice.....	3	John Higgins.....	2
Miss — Ice.....	2	Miss Bell Robinson.....	3
F M Lewis.....	2	Price Dunlap.....	3
Lonah Morris.....	4	Samuel Barnett.....	1
Wm Morris.....	4	P Glover.....	2
Perry Sidles.....	1	James Robinson.....	2
Garoh Farmer.....	2	J M Murphey.....	1
P Micher.....	1	Miss Mollie Sharp.....	2
J A Richardson.....	2	Miss M Coulter.....	2
Wm Jones.....	1	Miss C Wise.....	1
John Britton.....	2	D Pruet.....	1
D Mane.....	3	John B Ice.....	4
M Mane.....	3	Mrs Reed.....	1
Miss M E Weston.....	3	Miss M Bennet.....	3
Gray Henan.....	2	Jack T Stewart.....	3
George Henan.....	3	M F Notts.....	3

WIRT COUNTY—LEWIS C. ROGERS, *Sup't.*

I send you my fourth annual report of schools in this county; I regret that it is delayed until this late day. I desired to make you a full and prompt report of the working of the Free School system in our county, but township reports have been so meagre and tardy in coming in that I have been disappointed in making a complete report, and prevented from reporting sooner.

Our schools are in a prosperous state, as compared with what they were three years ago, yet they are not what they should be now.

The township boards of education in the several townships have made liberal levies for building and for the support of schools; nearly all the townships have now completed their houses; only Clay and Reedy townships have districts yet to be supplied—three districts in Clay and two in Reedy. Our houses are mostly frame, built on a uniform plan, but conforming in size to the district where they are situated. We greatly need native teachers, trained to the best modes of teaching. Such persons have a deeper interest in the welfare of our youth than strangers from other States who are interested no farther than the question of salary is concerned, and I know of no better means of securing a corps of good native teachers than through the medium of our State Normal Schools. These institutions should be fostered and encouraged by our State government. We have several excellent teachers employed in our county; indeed our teachers generally are very worthy persons who seem to have their minds interested in their work. I have visited nearly all the schools in the county during the past year and generally spent from one to two hours at a school, and hear classes recite their lessons and have a talk with the pupils upon the subject of education, and endeavor to impress their minds with the excellence of a free school system. School officers and parents should visit their schools as often as possible; it encourages the teacher and has a good effect upon the children.

I would suggest that the law creating a board of trustees in each school district should be repealed and let the Board of Education in the townships have entire control of the schools and perform the duties which the trustees are required to do. Our system would work much better were this done; as it is, there are too many officers, it makes the operation of the law too complicated.

TEACHERS AND GRADES OF THEIR CERTIFICATES.

Miss Alice R Richards	1	W W Hubbard.....	1
Miss Ida Leseure.....	2	Isaac Lockhart.....	2
Miss Elizabeth Gaatt.....	2	James R Mays.....	2
David Snyder.....	1	Charles Owens.....	3
C E Wells.....	2	Z W Hickman	1
John R Pell.....	1	Mrs F G Mays.....	3
A A Noyes.....	2	A T Archbold.....	1
Y A Gates	1	Miss Mattie Magraw.....	3
E G Selby.....	1	M B Edmondson.....	1
Thomas Ritnour.....	3	Miss Carrie Hutchinson.....	1
H H Miller.....	2		

WOOD COUNTY—S. H. PEIRSOL, *Sup'i.*

I herewith submit my second annual report of the schools of Wood county, for the year ending August 31, 1871. Our schools have been very prosperous, and much real good has been accomplished in an educational point of view. Last year I visited seventy schools, and found, with one or two exceptions, everything in good running order. The teachers seemed to be discharging their duties faithfully; and the scholars reciprocating the instructions received from their teachers with a hearty relish; such was the advancement of the schools, that I deemed it necessary to raise the standard of teachers' examinations one hundred per cent.; this accounts for the low grades of certificates in my annual list. The course adopted, will enhance our school interests very much, as well as that of the good teachers; while it excludes the worthless teachers, it gives tone and encouragement to the faithful, earnest, zealous teachers. The patrons of the schools are not slow in perceiving the marked changes effected in the schools for good by this step. Few teachers are employed who possess a lower grade than No. 3; this I heartily acquiesce in, as it has a tendency to elevate our schools up to a proper standard. We have in the county a number of excellent teachers, who are worthy of their calling, and deserve to be noticed in my report, if space would permit.

I must insist upon a change of text books, *especially* Pinneo's Grammar; it falls far short of meeting the wants of our schools, and is ignored by every intelligent teacher in the county.

PARKERSBURG.—The schools of Parkersburg were continued for ten months, and with a slight exception, much improvement and advancement was effected; no means were left unspared by the board of education to secure the highest, possible good. In addition to the twenty-two schools in the township, they organized another in the city for the *Irish class*, who comply with the full requirements of the law. To enable us to carry out this measure, Dr. Sears, agent of the Peabody

fund, has generously donated us \$1,000; so far everything looks promising, and the highest hopes are entertained of future success.

At the close of the school year, examinations of the schools were held, in which the scholars all exhibited a marked proficiency; many of the teachers were highly commended for the able manner in which they had discharged their arduous duties.

Over \$28,000 was spent last year in the city for the education of the youth. The townships indebtedness is \$4,000. The Parkersburg Branch Railroad owes some \$5,280 school fund for the year 1869 which we hope to be able to obtain ere the closing of the present year. The average cost of tuition per scholar was \$11.22 per year.

WILLIAMS TOWNSHIP.—This township is in excellent condition. The Board of Education have been judicious and economical in the discharge of their respective duties. They have built a fine two-story frame in Williamstown, at an expense of \$2,500. They have kept their school open longer than the usual number of months required, and have a surplus of \$1,106 in the treasury. The schools of this township are very promising, and much good will be accomplished in the future. Messrs. Warner Green, of this township, and R. H. Stoutenborough, of Parkersburg, the secretaries, keep by far the best and neatest set of books it has ever been my pleasure to examine in any branch of business. The Boards of Education are fortunate in securing these gentlemen's services.

UNION TOWNSHIP.—This township sends in a good report. Their schools have been very successful, and much real good has been accomplished. The board will have completed two new school houses in time for winter schools. This township takes much pride in erecting good comfortable houses, as well as having the best of schools. They are out of debt, and have a surplus of \$1,000.

CLAY TOWNSHIP has done well, considering the embarrassments the board have labored under. They have reduced their debt to some \$400.00; with a little exertion they will be able to cancel it. The Baltimore Railroad owes this township \$1,434, for the years 1867, '68, '69 and '70, which will put it entirely out of the woods, and give them a fair start again. The present board have been economical and judicious in the management of their school affairs.

WALKER TOWNSHIP has been annoyed with an arbitrary board for the last three years; instead of having the interest of the community in view, a part of the board have amused themselves in throwing obstacles in the way to prevent any useful measure from being accomplished; nevertheless the schools have done well, considering all things. The finances of this township have been very improperly handled, but from present indications better things are expected in the future. T

new houses are under process of erection. The Baltimore and Ohio Railroad owe this township school tax for the years 1867, '68, '69 and '70, to the amount of \$1,479.

LUBECK TOWNSHIP.—The present board of this township deserve much credit for the manner in which they have discharged their duties. Three years ago, the township indebtedness was \$5,400, but the board by judicious management and economy have kept up twelve schools, the requisite number of months required by law, and reduced their indebtedness to \$1,200. They propose to liquidate the entire debt the ensuing year; for this purpose they have levied a tax sufficient to adjust all claims against the township. They have built all their school houses; so, after the expiration of this year they have a prospect of rest, and relief from heavy taxation.

TYGART TOWNSHIP, as usual, reports favorably. They have had some excellent schools during the past year. The board will have completed by November 10th another new house. They have no debt. A surplus of \$400.00 lies in the treasury.

SLATE TOWNSHIP manifests considerable interest in the school system, and no pains have been spared by the board to make all necessary provisions for each district in the township. Each district is graced with a neat and elegant school house, except No. 4, which unfortunately, has some residents, who must think ignorance a bliss, for they have annoyed the board in every attempt they make toward erecting them a house; but I am happy to say this is not the prevailing spirit of the district and township.

HARRIS TOWNSHIP presents a very favorable report. Their schools are in excellent condition; all their houses are built, and very little debt. Another year will enable them to cancel their debt, when little will be required to keep up their schools.

STEELE TOWNSHIP.—This township has been in the woods for some time, but the prospects are very favorable at present. The board have been using every means to liquidate their debt, which is about \$900.00. Three new houses are in progress, all of which they hope to have completed in time for a winter school. Much interest is manifested in the cause of education in this township.

INDEPENDENT DISTRICT, in Walker township, was formed last April, under a special act of the Legislature. In due time a board was elected, who immediately took the necessary steps in procuring sites and erecting houses, of which latter they had none in the district. They have completed a fine two story building at Volcano, of sufficient capacity to accommodate 150 scholars. It is the object of the board to make a graded school, and their house was built with this view.

